

*Leadership, Demographics and Experience in Humans versus Zombies Organization*

**An Honors Thesis (HONR 499)**

by

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A handwritten signature in black ink, appearing to read "Darrell Butler". The signature is fluid and cursive, with the first name "Darrell" and last name "Butler" clearly distinguishable.

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## Abstract

This thesis intended to begin filling a large gap in the Humans Versus Zombies community's knowledge: many data gathering efforts focused on the Players' experiences, neglecting the Leaders. This study sought to identify basic trends among leadership in HvZ as an impetus to helping the community understand what makes a leader, and what leaders do in organizations. It also probed certain topics for potential future use as success measures, but refrained establishing any causative relationships. Seventy-four completed surveys were analyzed, containing responses from participants in 23 of the United States and two locations in the United Kingdom. Generally, this study found that HvZ leaders are heterosexual white Christian, Atheist, or Agnostic males capable of fulfilling the time commitments of running HvZ and possessing reasonably upstanding character and social acceptance.



## **Acknowledgements**

Mom, for telling me to get my butt in gear and get it over with.

Ben Weibel, Taylor Dimmick, Conor Morris, and others at Ohio University Athens HvZ for hosting the last event I ever attended and making it absolutely stellar.

Alex “Clip” Clippinger, for exchanging contacts and making us both into Facebook Contact Gurus for HvZ. Without him, my sample size would have been manageable, but lacking.

Brotential and some other friends around THE Ohio State University, for taking me in when I needed it and reminding me how to not give a care.

Dr. Butler, for his flexibility and willingness to put his name to a project I went in over my head on.

### **Author's Note**

I played HvZ for two and a half years. After my first semester and game, I became a moderator, and was deeply involved with the heads of the organization. I have played an NPC, acted as OZ, made it to final missions as human, attended 15 Invitationals, and been involved in the online forums. For personal and geographical reasons, I am no longer involved in HvZ, in any form, although when I began this study I was still heavily involved. This thesis is my farewell, both to the HvZ community and to Ball State.

## **Table of Contents**

Cover Page

1. Abstract

2. Acknowledgements

3. Author's Note

4. Table of Contents

5 - 41. Paper

5. What is Humans Versus Zombies?

5 - 6. Purpose

6 - 10. Method

10 - 34. Results

34 - 39. Discussion

39 - 41. Conclusion

42 -101. Appendices

42 - 70. A

71 - 96. B

97 - 101. C

102 -103. IRB Approval Document

104 – 105. Works Cited

## **What is Humans Versus Zombies?**

If the reader is unfamiliar with Humans Versus Zombies, they may find more detailed information at [HVZsource.org](http://HVZsource.org) which is the official game site run by the originators (Weed, et. al. 2014). Basic game-play is as follows: zombies try to tag humans, humans defend themselves with foam dart blasters or other implements, and both sides have tasks or “missions” to complete during the game. More detailed descriptions of implements, gameplay, and mission variations may be found at any of the wiki’s for HvZ (Humans Versus Zombies, Mar 2014; Versus Zombies, Aug 2014; Humans Versus Zombies, n.d.).

### **Purpose**

This project was never designed with a literature review in mind. Humans Versus Zombies has only existed since 2005, started at Goucher College, and the phenomenon of Urban Gaming does not have a long history (Weed, et. al. 2014). While talking with professors to try to gain perspective and inspiration, it was suggested that perhaps Quidditch would be a comparable sport; unfortunately, upon further investigation, it did not yield many relatable research topics.

Another option was relating HvZ to small or large businesses. However, once I began contacting organizations beyond the East and Midwest regions of the United States, it became apparent that the structures of these organizations is far too diverse to be paralleled by one or a few business structures. Humans versus Zombies can be run as a for-profit or a non-profit enterprise, within or independently of schools, and by one person, one group, many people, or no one at all (at least, officially). Thus, an analogy to any rigid business structure would have been flimsy, at best, and comparison via meta-analysis is as yet beyond the scope of HvZ studies.

As for concurrent research on HvZ, this is one of a handful of student-led research projects meant to grasp various facets of HvZ. Since few, if any, are published yet, it is out of

the question to reference each other's literature. However, when I was an active part of the online community, I noticed that many informal surveys focused on Player experiences, and only briefly touched on demographics. Being interested in Industrial Organizational Psychology, I immediately focused on the Leadership in HvZ, and sought a more in-depth analysis of people's demographic backgrounds within and beyond HvZ in order to understand what makes a "leader" in this context.

Although defined as "a guiding or directing head, as of an army, movement, or political group," (2014, Leader). the first hurdle of this study was to operationally define a "leader." Thinking it would be simple with my seemingly broad experience in HvZ, I indicated that the questionnaire was intended for anyone who had served on paper as any of myriad terms (Officer, Officiator, Moderator, Arbiter, etcetera). Vexingly, there were a number of respondents who had helped organize games for groups that had no official documents or status. I also found out that not all HvZ games run on a one week schedule, and had to annotate my use of the term "week-long" in order for respondents to better understand what they were being asked. In the end, I was glad I had invited so many free responses. Originally, I had planned to heavily limit them because, in my experience, the general culture of HvZ is to "troll," essentially answering with sarcastic or wildly fictitious remarks or inside jokes to elicit humor, anger, or both (EREALLY GUD DEFUNITION MAKUR, 2014). However, given the under-anticipated variety of responses, I am glad I provided room for serious descriptions of organizations and situations I never knew existed.

## **Method**

**Participants:** 164 surveys were started, but only 74 (46%) were completed; thus, participation must be measured in a few different ways. One, of course, is biological sex: 53 (73%)

participants were male, 17 (23%) female, 1 other (specified as gender-fluid) (.01%), 1 undecided (.01%) for a total of 73 responses in the 74 completed surveys. Of the 160 surveys collected, only 134 clicked the box to indicate that they were 18 or older and had held an official position in their club; however, there were 78 responses to the second question “Please indicate your past official position(s).” Meanwhile, 73 responded to “Please indicate your current age,” and “Please provide your current class level.” Thus, results must be broken down by percentage of responses to each question, and only the 74 completed surveys will be included in this study.

Age ranged 18 to 30 years old with 72 responses: 50 people (69%) were between the ages of 21 and 24, 16 people (22%) were between 18 and 20, and 6 people were between 25 and 30 (8%). Seventy-two also responded to the question about current class level. Respondents were primarily undergraduate Seniors (27 people, 38%) and Juniors (17 people, 24%). Next most common were undergraduate sophomores, first year graduate students, and nonstudents, with 7 people and 10% each. The last 10% of respondents consisted of a few higher level graduate students, years one through five.

Participants were allowed to select multiple answers to indicate their current and past official positions. Seventy responded to “current” and 64 responded to “past” positions, suggesting that 6 had never held a past position. Of the 64 who indicated past positions, 46 (79%) indicated that they had held a Moderator position; meanwhile, 34 of the 70 (49%) who responded to the Current condition replied that they are presently Moderators. Please refer to Appendix B: Figure 1. Current Official Positions and Figure 2. Past Official Positions. for complete breakdown of positions held and current positions.

Race and relationship status were also queried to more thoroughly depict HvZ leadership. Of 72 respondents, an overwhelming majority identify primarily as Caucasian (50 responses,

82%). In diminishing order, the other categories ranked as follows: 6 responses (8%) Hispanic American; 4 responses (6%) Prefer not to answer; 2 responses (2%) Asian American; 1 responses (1%) American Indian / Alaska Native; and 0 responses (0%) African American. The great majority of seventy-two respondents were monogamous dating or single, each making up 29 of 58 responses (or 40% of 80%). The selections “polyamorous/open dating” and “prefer not to answer” each garnered 4 responses (6%), and the categories rounded out with 3 responses (4%) monogamous engaged, 2 responses (3%) monogamous married, 1 responses (1%) other.

**Instruments** I designed an 81 question questionnaire which may be viewed in its entirety in Appendix A: Questionnaire Blank. I based the questions on my two and a half years of HvZ experience around the Midwest, and consulted with multiple professors on the wording, completeness, and necessity of the questions. I also used my connections in the HvZ community to build a very large network of Facebook groups and pages, through which I could contact current and past leaders of HvZ. I then distributed it via Facebook and HVZSource.com, along with a short paragraph before the post, explaining the nature of the survey and when results could be expected:

To all current and past moderators/officiators/arbiters/officers/administrators of Humans Versus Zombies: please help my undergraduate thesis and the HvZ Community by filling out this questionnaire! Details are on the first page under Informed Consent, but you must be 18 years or older AND have been or currently be an officer to take this questionnaire. The summarized results will be presented as a report to the Ball State Honors College in July in order for me to receive my Honors Diploma. So, there is room to troll at the end if you feel the need, but I DO need SERIOUS answers PLEASE. It'll help both you and me out to give

them.

Additionally, I would very much appreciate if you could copy and paste or share this post and link *\*verbatim\** to other HvZ organizations and pages that I have not posted in and likely am not affiliated with. The survey will close Saturday, June 14th, but the sooner you take it, the better for all of us. Feedback should be available in August 2014. Thank you so much for your time and support.

## **Results**

Due to the incomplete nature of almost half the surveys, questions will be broken down via total responses to the individual question. This decision only somewhat controls for duplicate submissions, but more importantly, retains the anecdotal evidence requested on many of the questions. Particularly important in this regard was the final question, which contained an open-ended invitation to describe other information the participants felt was relevant but not addressed in the previous 80 questions.

## **Demographics**

Since HvZ is an internationally played game, spanning every continent except Antarctica, which the founders say they are working on infiltrating (Weed, et. al. 2014) it is important for this survey to establish the areas of participation. Although this survey was designed with the Midwestern and eastern United States in mind, it pulled respondents from 23 different states and the United Kingdom. Also, in order to better picture the experience level of the respondents, it is important to establish their history as both officers and players of HvZ.

**University attendance as student, HvZ player** First, the questionnaire asked at which school the respondent most often played HvZ. Complete results can be visualized in Appendix C Map 1 and Table 1. In the 72 responses, 34 universities were listed. Six



respondents replied that they played at The Ohio State University, 5 replied Western Michigan University or University of Florida; the next 4 schools had 4 respondents, 2 schools had 3 respondents, and 9 schools only had 2 respondents. This distribution is important because heavily replying schools may skew other results toward those schools' experiences. Also, Camarillo is a community game, not a university, but is still included in the statistics as a school.

The next question addressed which institution respondents were attending. Full results are available in Map 2 and Table 2. Of the 71 responses, 15 indicated that they are not currently attending any university, leaving 31 universities listed. Five respondents are currently attending OSU; 4 attend Binghamton University; 6 universities had 3 attendants; and another 6 had 2 respondents. This information is important because it suggests that respondents are either currently officers without being students, were never students, or are both formerly officers and students. However, this study cannot draw a comparison between an officer being a student and requiring that an officer is a student because, for the sake of anonymity, there is no way to distinguish between current and former students or officers. Thus, an entirely different question addresses this issue.

**HvZ experience as player, officer** Participation was measured in both years and games of involvement. This was done with the understanding that some organizations do not run week-long games, and future studies can surely improve upon the measurement techniques to account for clubs' idiosyncrasies.

First, information about being a player was collected. Officers were explicitly instructed to exclude years or games spent as an officer. Seventy-two responded to the inquiry about their number of years involved in HvZ as players. The most common time periods were four years, which garnered 13 responses (18%), two years with 12 responses (17%), 3 years with 9

responses (13%), and 3.5 years with 7 responses (10%). This made for a central cluster between 2 and four years. More specific results can be viewed in Figure 3A: Years as Player, Common and Figure 3B: Years as Player, Distribution. Meanwhile, sixty-nine participants responded to the question about the number of weeklong games they participated in as players at the institution at which they most regularly play. Responses were as follows: 3-6 games had 37 responses (54%), 1-2 games had 22 responses (32%), 7-10 games and 11+ games each had 5 responses (7%).

Cross-tabulating the responses to questions regarding years and games as a player showed that the most common correlation between games and years of experience was between 3-6 games and 2, 4, and 3 years of participation. Four people responded that they had less than 1 year involved in HvZ and 1-2 games under their belts as players, while 3 stated they had 1 year or less and only 1-2 games. This indicates that these 7 became officers after relatively little involvement, but also that this low-experience phenomenon is relatively common in the data. The full cross-tabulation can be seen in Figure 4: Games as Player by Years as Player.

Next, respondents answered the same questions pertaining to their time as officers. The question using the “number of games” condition had to be thrown out due to a typo, and thus no cross tabulation can be presented. However, the data is solid for the number of years respondents have been involved in HvZ as officers. Of the total 72 responses, 14 respondents (19%) said they had 1 year as an officer; 12 respondents 17% had 2.5 years; 11 participants (5%) in each category said they had less than 1 year or 2 years experience. The central cluster was between less than 1 year and 2.5 years. This range made up 55 of 72 responses (76%). There was one response indicating 6 years as an office, which was a major outlier. The complete

breakdown of the data can be seen in Figure 5A: Years as HvZ Officer, Frequency and Figure 5B: Years as HvZ Officer, Distribution.

**Involvements outside of HvZ** The following questions seek to provide a more detailed picture of the participants' statuses outside of HvZ, as well as how these statuses may be related to their involvement in HvZ.

**Education** Most of the 69 respondents indicated that they had four years of higher education (28 responses, 29%) or 3 years (20 responses, 28%). Next most common were five years and two years, with 10 responses (14%) and 9 responses (13%), respectively. Further results can be seen in Figure 6: Years of Higher Ed. Three and four years were also the most common responses (24 of 72 responses or 33% each) when asked how many years they had been a student at an institution offering HvZ. Further responses can be seen in Figure 7: Years as Student at Institution Offering HvZ. When cross-tabulated, these questions show that 18 of 73 (25%) people have 3 years of higher education and attended an institution offering HvZ, and 21 of 73 (29%) have 4 years of education and attended a university offering HvZ (see Figure 8: Years of Higher Education and Years as a Student at an Institution Offering HvZ). This correlation suggests that people who are involved in HvZ from the beginning of their higher education are most likely to become officers.

This suggestion is also reinforced by the fact that 61 of 72 respondents (85%) indicated that they are/were traditional undergraduate students, while only 6 respondents (8%) are/were nontraditional, 5 (7%) don't know/don't remember. Furthermore, HvZ leaders are more likely to have higher GPAs, a finding which reflects common knowledge about leadership and education. Forty-five of 72 respondents (63%) reported a 3.0 to 4.0 GPA, and 60 of 72 respondents (84%) reported a GPA of 2.5 or higher. This skew may also be due to some organizations' or schools'

minimum GPA requirements for holding office or participating in extracurricular activities.

However, only 18 of 69 respondents (26%) specified minimum GPA as a requirement for holding office, suggesting that the minimum GPA requirement would stem from the school. For further breakdown of GPA results, see Figure 9: Cumulative GPA.

**Sports** Humans versus Zombies being a game requiring some athleticism and hand-eye coordination, it seemed pertinent to inquire about previous involvement in sports. In fact, athletes are more likely than non athletes to become leaders in all types of organizations. First, it is established that slightly more HvZ leaders played sports in high school than those who did not play. That is, 41 of 68 respondents (60%) regularly participated in a sport during high school while 27 (40%) did not. Next, of those 41 leaders who participated in a sport, 18 (44%) participated in only one sport; 16 (39%) participated in 2; 4 (9%) in 3, and 1 (2%) person in 4, 5, or 6 sports, respectively (For visual, see Figure 10: Sport Number by Respondents, High School). Respondents were asked to list sports in which they participated, in hopes of finding a trend, but responses were so diverse it is likely that variables such as limitation by school offering confound any correlation that could be drawn between specific sports and becoming HvZ leaders. Nonetheless, a listing of sports and participants can be found in Figure 11: Sport Type by Respondents, High School.

After high school, and presumably into college, the trend reverses, as people are slightly less likely to be involved in a sport-like activity other than HvZ. Statistically, 42 of 68 respondents (62%) did not report involvement in a sport after high school. Meanwhile, 26 people (38%) did state their involvement in a sport-like activity since high school. These results can be seen in specificity in Figure 12: Sport Number by Respondents, and Figure 13: Sport Type by Respondents, College. The highlight of the former is that 15 of the 26 people (58%)

who participated in post-high school sports only participated in one other than HvZ, and very few participated in multiple sports other than HvZ. Of the latter, it is worth noting that Soccer stayed a popular sport, as it had 5 participants after high school and 7 respondents involved before college. Further exploring this line of inquiry, it was revealed that 30 of 49 respondents (61%) did not participate in any of these sports while holding HvZ office, while 19 (39%) did.

**Non-sport activities in college** These activities are not listed specifically because they are potentially identifiable or identification may be misleading as many campuses have, for example, a “Secular Student Alliance.” Twenty-two of 68 (32%) did not participate in any non-sport activities outside of HvZ, while 46 (67%) did participate. Of those 46, 17 respondents (37%) participated in academic societies or honors groups; 14 (34%) participated in online or tabletop gaming, Quidditch, cosplay, or fandom clubs, SCA; 9 (19%) were active in student government and/or residence halls; 7 (17%) participated in religious or Atheist organizations; 5 respondents (12%) showed musical inclinations with involvement in choir/orchestra; 3 (7%) participated in debate clubs; 2 (5%) came from fraternities or sororities; and 1 (2%) were each involved in an LGBTQA organization or an organization concerned with students with disabilities. More than half of respondents participated in more than one non-sport activity outside of HvZ. Forty-two of 52 respondents (81%) said participated in these other organizations while holding office in HvZ. Meanwhile, 10 respondents (19%) indicated they did not participate while holding office.

**Employment** Currently, most HvZ officers (74%) are employed part time or not at all (26 of 70 total responses, or 37% of responses each). Ten respondents (14%) were employed in multiple part time jobs while 8 respondents (11%) are employed full time. Interestingly, while holding office, almost half were employed part-time (33/70 responses or 47%). Twenty-eight

respondents (40%) held no employment during their tenure, 8 respondents (11%) held multiple part time jobs, and 1 brave soul (1%) held a full time job while serving as an HvZ officer.

## **Organizational Structure and Climate**

**Official Positions** This section examines what positions are most commonly offered, the requirements to hold them, the selection processes, and term durations for the positions.

When asked what positions were offered, 62 of the 73 respondents (85%) said their organizations offered a “Moderator” position. The next most frequently offered positions was “Other” (48 responses, or 67%), and then President (47 responses or 64%), Vice President (40 responses or 55%), Secretary (33 responses or 45%), and Public Relations Officer (19 responses or 26%). “Other” usually referred to Treasurer (27 of the total 72 or 37%), Webmaster (5 of the total 72 or 7%), and other variations on Moderator position (assumed to primarily be elaboration on “Moderator” response). These results are visualized in Figure 14: Positions Offered.

Figure 15: Current and Average Number of Positions Offered shows that most organizations had the same number of positions when the officers served as the organizations currently offer. Both questions had 72 respondents. The first condition asked about the number of positions currently offered (“current”), and the second condition asked about the number of positions offered (“average”) during the time the officer served on staff. The most frequent response for both conditions was four to seven positions (current 31 responses or 43%; average 33 responses or 45%). The next most popular response in both conditions was eight to eleven positions (current 23 responses or 32%; average 19 responses or 26%). The remaining ranges in the current condition all garnered 6 responses (8%) each (ranges were 0-3, 11-14, and 15+). Meanwhile, the remaining responses to the average/during term condition are as follows: 0-3 had

8 responses (11%), 11-14 had 7 responses (10%), and 15+ positions had 6 responses (8%).

Thus, there was a very slight regression toward the four to eleven positions range.

In order to hold these offices, certain requirements were assumed. Sixty-nine responses to this question were collected. The most common requirements were previous experience (42 responses or 61%) and the ability to serve the entire term (41 responses or 59%). Further results included Other with 27 responses (39%); Minimum GPA with 18 responses (26%); Age with 15 responses (22%); and Class standing with 8 responses (12%). Elaborations on the “Other” category were usually a reflection of previous experience and membership or student standing, although respondents also regularly expressed a desire for positive character and likeable personality. For a visualization of these results, see Figure 16: Requirements for Holding Office.

Seventy-three respondents indicated how they were selected for their current or former position. Thirty-nine (53%) were appointed by multiple official position holders; 25 (34%) were elected in general election; and 9 (12%) gained their position in founding of organization while another 9 (12%) were appointed by a single official position holder. Of the 6 “Other” responses (8%), two mentioned interviewing, and 4 indicated appointment by those already in office. For further breakdown, see Figure 17: Selection Method.

Seventy-three also responded to the inquiry about term duration (Figure 18: Term Duration). The statistical responses were as follows: 2 semesters had 26 responses (36%); Indefinite/until resignation procured 19 responses (26%); 1 calendar year garnered 14 responses (19%); 1 semester acquired 13 responses (18%); and Until graduation secured 7 responses (10%). None responded that any of their positions had a maximum duration of 2 calendar years. Elaborations on the “Other” category mentioned moderators never being put up for reelection, or having minimum but not maximum time commitments.



**Discipline** Discipline was examined on both player and officer fronts for comparison purposes. Suspension from HvZ or Permanent removal from HvZ (81% and 67% of responses respectively) made up the most common Player penalties, while Permanent removal from office or the organization were most common for Officers (64% and 48% of responses, respectively). Further breakdowns can be seen in Figure 19: Disciplinary Consequences, Players and Figure 20: Disciplinary Consequences, Officers. Of the “Other” responses for the Player condition, most mentioned warnings or probationary periods, and elaborated the lengths of suspensions. Duration of Player suspension from HvZ or organization ranged from 1 hour to permanent; most common intervals were 1 mission, 1 week, 1 academic period, or permanent. On the other hand, the few “Other” responses for the Officer condition indicated that there were no consequences in place for officers.

The frequencies with which players and officers suffered consequences may be affected by a few factors, addressed below in the Discussion section. Nonetheless, the results are as follows. Seventy-two respondents reported on the frequency of their clubs exacting consequences upon players. Less than 1 time per game was most frequent by far with 48 responses (67%). Next, 15 respondents reported players suffering consequences 1-2 times per game (21%). The options rounded out with 6 responses (8%) for 2-3 times per game; 2 responses (3%) for 4-5 times per game, and 1 response (1%) for 6-10 times per game. The category marked 11+ times per game had no responses. Meanwhile, seventy respondents reported on their clubs’ frequency of disciplining officers. This was not a very common occurrence with 68 respondents (97%) reporting that officers were disciplined less than once per semester while 2 respondents (3%) said they had seen officers disciplined 1-2 times in a semester.



Cross-tabulating the above results provided some interesting insights, which can be viewed in Figure 21A: Officer and Player Consequences, Figure 21B: Officer and Player Consequence. These figures both examine how universal types of consequences are between players and officers. Figure 21B highlights in yellow how frequently respondents' clubs endorsed comparable consequences for both officers and players. This figure finds that: 20 recognized permanent removal from organization for officers and permanent removal from HvZ for players; 15 recognized permanent removal from organization for both officers and players; 16 recognized suspension from HvZ for players and temporary removal from organization for officers; 7 recognized suspension from the organization for both players and officers; 8 recognized removal from online forums or Facebook for both players and officers; 24 recognized permanent removal from HvZ for players and permanent removal from office for officers; 20 recognized permanent removal from HvZ for players and permanent removal from the organization for officers. These correlations may be due to the inconsistency with which HvZ organizations solely run HvZ, as some provide games other than HvZ.

Meanwhile, Figure 21A addresses the same cross-tabulation by showing how many pairings of consequences gained fifteen or more responses. Examination of this figure indicates that: 15 respondents endorsed both permanent removal from office for officers and players' removal from online, and permanent or temporary removal from HvZ or the organization; 16 endorsed temporary removal from the organization for officers and suspension from HvZ for players; 15 or more endorsed permanent removal from the organization for officers and permanent removal from the organization or HvZ for players. The most commonly endorsed pair of methods was Player suspension and Officer's permanent removal from office (Impeachment, must be reelected to return to office), with twenty-nine respondents indicating

their organizations used these methods. Please see the figure for more results from these cross-tabulations.

After delving in to the frequency and types of consequences, it was pertinent to ask whether or not there is an official procedure to remove an officer from office (i.e. impeachment). Thirty-nine of 64 respondents (61%) said that yes, an official procedure exists. Meanwhile, 25 respondents (39%) replied that no, their group does not have an official procedure for removing officers. That three fifths of respondents' clubs possess a procedure to remove officers from office does not mean that they use it, as indicated by above frequency results. However, it does suggest that their clubs at least possess a provision for holding their officers accountable. How well these provisions are followed is a matter loosely addressed in the free response results following this question and in the final question of the survey.

The next logical question was, of course, "to your knowledge has this procedure ever been used?" A total of 35 respondents replied to this question. The intense drop in participation was likely due to a combination of two factors: one being misinterpreting the question and simply not responding instead of marking no, and the other being unwillingness to represent their club or friends in a negative light. That said, 10 respondents (29%) said yes, the measures had been used while 25 respondents (71%) said no, it had not.

The follow-up "please describe the incident(s)" question was only presented to those who had answered the previous question in the affirmative. Only 9 of the 10 incidents were described. Failure to keep up with duties was a factor in 4 accounts. Harassment of other players (based on the game, sex, race, or other fodder) was also a factor in 4 accounts; at least 2 of these may have been from the same school. Two anecdotes alluded to the nebulousness of proceedings and possibility of violation of written procedure.

**Game Size** The number of participants in any organization effects how the organization is run. However, since this study is primarily descriptive, the correlations here are limited. Future inquiries are highly advised to delve into the relationship between game size and any number of other facets touched upon in the present study.

In the HvZ community, it is common knowledge that the number of players signed up for a game and the number who actually play at any given time may differ by scores of people. Thus, information regarding players signed up and players actively participating on any given night in a game were inquired about, in order to begin to compare the two values. If they have not already, organizations should analyze their own turn-out and see what factors they can adjust in order involve more of their signed-up players in the games. Additionally, information regarding both the current semester and the semester(s) that the officers helped with was requested. This was in order to catch any potential trends or anomalies in overall HvZ participation contraction or expansion. Most likely, the lack of great change between the time periods is due to officers' relative newness, most having participated for four years or less.

Responses pertaining to game size (as in, number signed up) are as follows. For the "games [the officer] helped organize" condition, there were 71 respondents, and the full battery of responses can be viewed in graph form in Figure 22: Signed-up During Administration. The most common number signed up were 101-200 people with 25 responses (35%), 201-300 people with 16 responses (23%), and 51-100 people with 10 responses (14%). Outliers in this condition were 601-700 people and 701-800 people, which each had 1 response. Meanwhile, the number of officers signed up in a typical weeklong game also received 71 responses. The central cluster in the range of 51-400 people accounted for 60 of the 71 responses (85%) with no outliers, and can be visualized in Figure 23: Signed-up During Typical Game. This is a flawed measure

because it generally relies on the availability heuristic, unless organizations have kept a log of this and officers are aware or checked it while taking the questionnaire.

Subsequent questions about the number of active players on any given night in a game had smaller ranges to try to capture a more specific picture of the actual range of player participation. The question regarding average number of players active during the officer's game likewise garnered 71 responses, which are presented visually in Figure 24: Active Players During Administration. Highlights involve a central cluster of 46 of the 71 responses (65%) centered around the range 31-100 players. Outliers of this condition were ranges 251-300 people and 301-350 people with 1 response each and the range 401-450 people two with responses. However, the question regarding the average number of players active on any given night only acquired 71 responses. The popular ranges in this condition were 51-100 players with 30 responses (43%) and 31-50 players with 18 responses (26%). Outliers included ranges 351-400 players and 400-450 players, each with 1 response. These results are visualized in Figure 25: Active Players During Typical Game.

Note that the average number active usually ranged from 30 to 100 players, while the average sign-up possessed a much greater range, from 50 to multiple hundreds of people. This incongruity at the upper ends of the ranges indicates an area ripe for future research. Further inquiry in this study was linked to cross tabulations. First, Figure 26: Number Active or Signed Up, Typical Game or During Administration presents a cross tabulation of all four previous questions, aligned by the timeframe of the question. Values indicating a number of responses above 10, 15, and 20 are each highlighted in progressively darker shades of red. The following are highlighted results for each sub-cross-tabulation. The largest correlation had 21 responses, and indicated that, most commonly, 101-200 people signed up for both a typical game and the

game(s) an officer has helped run. This supports the earlier assertion that most respondents are current or very recent officers, or that game size has held steady for most organizations.

Further cross-tabulation found that 10 responses fell in the pairing of the number of people signed up in a game that they helped run (ranges 31-50 and 101-200) and the average number active of players in a typical game night (range 51-100). It is hard to say how seriously to take this correlation, as it barely meets the cut off. More importantly, though, the conditions' relationship to each other is questionable: acknowledging this correlation may mean equating a typical game and the games an officer helped run. Doing so may not be an unreasonable stretch, but establishing such a relationship may be slightly beyond the scope of the survey questions. This problem was avoided in the reverse set of conditions merely because no significant correlations were found between the number signed up in a typical game and the number of players active on a night in a game the officer helped run.

Finally, two correlations were found between the number of active players in a typical night and the number of players active in a night during the officers' games. The weaker correlation had 10 responses for the pairing of the 31-50 ranges in both conditions. The stronger correlation with 15 responses is flawed by the wider category for typical game (51-100) than game they helped run (51-75). Nonetheless, this does help narrow down the number of people that an HvZ officer usually encounters in the field, which may serve as foundation in subsequent studies, perhaps on officer behavior during the games versus during the off season, or in face to face settings versus online forums.

Finally, to get a handle on the current status of games, the same questions were asked pertaining to the most recent or in-progress game. The sign-up condition presented a central cluster in the range of 76-200 people, which accounted for 40 of 66 responses (61%). The

condition regarding the number active in a night presented a central cluster in the range 31-75 players, accounting for 37 of 66 responses (56%); it also presented outliers with 1 response each of ranges 351-400 and 401-450. These results can be viewed in depth in Figure 27: Current Sign-up and Figure 28: Current Active.

### **Game Climate**      This group of questions covered a wide range of game aspects.

Game play mechanics were only addressed if they effected the club's relation to the surrounding community or campus. Instead, the focus was upon community and authority awareness and perceived attitudes, as well as officer responsibility to the aforementioned parties. The only two mechanics addressed were off-campus play and indoor play because they broaden HvZ from the campus-wide or other restrained area typical of most games. Seventy-three participants reported on each question. Seven respondents (10%) came from groups that had off-campus play, and 14 (19%) came from groups that had indoor play. Thus, it is unlikely that the organizations with these mechanics greatly affected the results of this survey, and reflects common knowledge among HvZ community that off-campus and indoor play are coveted rarities.

Two ten-point Likert scales were presented to measure the perceived attitudes and awareness of the campus (or area of play) and the public, respectively. First, the question on campus attitude had anchors at 0, 5, and 10. Respectively, these anchors were "Non-players wish HvZ did not exist and often harass us about it," "Non-players do not seem to care that HvZ exists," and "Non-players love that HvZ exists and enjoy watching and/or participating." The full breakdown of results can be viewed in Figure 29 Perceived Public Attitude, but the central cluster was between 3 and 8, holding 66 of the 73 responses (91%). The bar chart shows a bimodal distribution, with peaks at 5 and 7, indicating a slightly positive skew in how officers believe the public views the game.



Next, the 1 to 10 Likert scale on officers' perceptions of the public's awareness of their games was presented. The 0, 5, and 10 anchors were as follows: "Non-players seem absolutely surprised and/or confused whenever they encounter a player," "Some non-players know it exists, but not what it is (i.e. they think HvZers are "Those kids who run around campus with Nerf guns?")," and "Ask almost any random non-player/bystander and they could tell you the basics of the game (zombies tag humans, humans shoot zombies)." The definitive majority of results were, again, positively skewed in the 5 to 7 range, accounting for 52 of 72 responses (72%). This means that officers believe the public is generally aware of the game and have a basic idea of how to play. A full graph of results can be seen in Figure 30: Perceived Public Awareness.

Another, less subjective measure of game climate and outside attitudes is, on average, how many times in a week-long game police are called by non-participants. The 72 respondents overwhelmingly showed that this was not a common occurrence, with 59 (82%) saying it happened less than once per game, and 10 (14%) saying it happened 1-2 times per game. The further breakdown was: 3-5 times per game had 2 responses (3%); 6-10 times per game had 1 responses (1%); and 11+ times per game had no responses.

A similar question was asked about how often paramedics were summoned during the game. The reasons here could range from in-game injuries to issues such as heat stroke or asthma attacks. Again, the "less than once per game" response was immensely popular, garnering 60 of the 72 total responses (83%). The other 12 responses (17%) were in the 1-2 times per game range. The other ranges had no responses. Therefore, injuries bad enough to warrant paramedics are not common, or people wait until they are done with the game to seek help.

Communication is generally important in creating positive relations between any groups. Thus, the next logical step was asking about informing police and campus officials as a duty of officers. First, the officer most commonly responsible for informing both police and campus officials about the game was the president, with 50% of responses in both cases. Vice Presidents, Moderators, and “Other” positions were responsible for informing campus officials or police in 10% to 25% of responses to each question. These results are provided in full in Figure 31: Officer Informs Police and Figure 32: Officer Informs Campus Officials. For the police condition, “Other” included 5 answers indicating it was not a task assigned to a specific officer; the other 9 answers designated a specific officer not included in the answer selections. For the Campus Officials condition, “Other” comprised 5 responses saying that any or all of the officers were responsible, depending on who remembered to inform the officials; other answers were just repeats of already available answers or designated positions not already available as options.

Having established that a specific officer is charged with the task of informing police and campus officials only about half the time, it seemed practical to find out in what time frame they must provide the information. Sixty-four responded to the police condition, and results are as follows: Within a week of opening mission had 23 responses (36%); As soon as the date is set had 16 responses (25%); Within a month of opening mission had 15 responses (23%); Other had 11 responses (17%); and Over a month before opening mission had 8 responses (12%). The Other condition included periods such as two weeks prior or related that the timeframe was unspecified. Also within the Other condition, 8 respondents said that informing police was not a requirement, although 4 of those said they still made the effort to notify police in advance anyway. Meanwhile, 70 responses to the Campus Officials condition were collected, and results



are as follows: As soon as date set gained 19 responses (27%); Over a month before the game had 14 responses (20%); N/A pulled in 14 responses (20%); Within a month before opening mission had 14 responses (20%); Within a week before opening mission procured 10 responses (14%); and Other had 6 responses (9%). The high frequency of N/A responses may be because some groups do not play on a campus, or because those that do simply do not inform campus officials. Elaborations on Other involved one “minimum” timeframe, one saying they work with campus throughout planning the game, and two declaring no set policy.

Similar questions were also asked regarding informing community officials. Forty-three of 71 responses (61%) fell in the Not Applicable category, most likely because so few groups have off-campus play, which is the most likely way for their game to affect the community. Twenty respondents (28%) indicated that the President was responsible for informing community officials, and further results can be viewed in Figure 33: Officer Informs Community Officials. Likewise, 48 of 71 respondents (68%) responded Not Applicable to the question about how long before the game community officials must be informed. Subsequent results are visualized in Figure 34: Period to Inform Community Officials.

Cross tabulating how often police were called with how early they were informed does not provide any highlight-worthy results because of how rarely police are called in the first place. This cross-tabulation cannot be performed with paramedics or community officials because the former is not informed until they are needed, and the latter are almost never called by HvZ leaders during the game.

**Awareness-Raising** As stated in the questionnaire, “Awareness-raising activities include only activities meant to advertise, not those intended to bring donations or revenue.” First, participants were asked to indicate which awareness raising activities were engaged in during

their administration. The visual representation of results can be seen in Figure 35: Awareness-raising Activities During Administration, and the results are verbally as follows: of 71 total respondents, 70 respondents (99%) mentioned using flyers; 65 (92%) used word of mouth; 56 (79%) used tables/booths; 45 (63%) used free-to-play events; 0 used “none”; and 23 (32%) chose the “Other” response. The Other response involved Facebook or email, chalking, and visibility through small events or wearing gear before events. One also mentioned cooperation with Greek Life, which is generally seen as unusual in the HvZ community.

Next, participants were asked if they had been in charge of awareness activities during their administration. Of the 72 respondents, 39 respondents (54%) said yes and 33 (46%) said no: they had not been in charge. When asked to elaborate, only 4 of 34 total text responses claimed they did all the work on any event. Most respondents detailed flyers, chalking, and mini-games, which all necessitated proper placement to avoid obstruction of sidewalks, bulletin boards, etcetera. A few mentioned creating promotional online games or walking around with sandwich boards advertising the apocalypse and the organization’s website.

A similar question was asked about whether they assisted in awareness-raising activities during their administration. Seventy-one responded, with 57 (80%) saying yes, they had and 14 (20%) saying no, they had no assisted. Upon examination of the 41 elaborations, the question was thrown out because so many indicated they had been in charge, which is not the same as assisting.

## **Finances**

**Treasury** The simplest measure of an organization’s finances is the size of its treasury. Participants were asked to indicate both the current treasury size and its size during their administration. Forty-eight responded to the size of their current treasury, and results are as

follows: The \$0-\$100 range garnered 25 responses (52%); the \$101-\$500 range had 16 responses (33%); the \$501-\$1000 range came in with 5 responses (10%); the \$1001-\$3000 range had 2 responses (4%); and the \$3001+ range had no responses. Meanwhile, the same question pertaining to just the officers' administration had 62 respondents and these results: The \$0-\$100 range had 26 responses (42%); the \$101-\$500 range had 16 responses (26%); the No treasury option had 12 responses (19%); the \$501-\$1000 range had 6 responses (10%); the \$1001-\$3000 had 2 responses (3%); and the \$3001+ category had no responses.

A cross-tabulation of these questions is visually presented in Figure 36: Treasury Size, Current and During Administration, and provides a few interesting highlights. Twenty-one of 48 indicated their treasury size as \$0-\$100 during their administration and currently; 10 indicated the size as \$101-\$500 during their administration and currently. This suggests that either only current officers took the survey, or that the sizes of their organizations treasuries relative stability of over some time period (most likely 2-4 years, given those were the common lengths of participation among officers). Additionally, the Current condition could have had 14 less respondents than the During Administration condition because Current lacked the "No treasury" option, which accounted for 12 of 62 responses to the During Administration condition.

**Fundraising** As stated in the questionnaire, "Fundraising activities are all activities meant to gain donations or income." Since HvZ tries to be free to play, fundraising is the major source of supporting its expenses, which may be spent on props, costuming, area rental, or any number of other things not detailed in this particular study.

First, officers were presented with an inquiry into the fundraising activities during their previous administrations. This question asked them to select "Other" and input N/A if their only administration was the current term, but only one of the 29 "other" respondents did so,

suggesting that most (43 respondents or 60%) of the 72 respondents had served more than just the current term. Graphical results are provided in Figure 37: Previous Administration Fundraising Activities, while the breakdown of the 29 “Other” responses follows here. Seven responses detailed use of games, raffles, and sales outside of HvZ. Salable paraphernalia included stickers, food, shot glasses, darts, blasters, and socks. Seven respondents also said they obtained funding from their universities. Four respondents said their organizations gained funds by asking officers and players for donations, while 3 respondents came from organizations that actually collected dues or fees. Two respondents said they gained income by renting blasters to players, and another two said they gained donations by volunteering for local or school events. One organization was prohibited from profiting in any way from HvZ. Another organization had managed to set up sponsorships with local businesses.

Delving further into the mechanics of fundraising, officers were asked if they were in charge of any of these past fund-raising activities. Of the 57 who responded to this question (a rather large drop from the 72 who reported on types of fundraising activities), 17 respondents (30%) said yes, they had been in charge, while 40 (70%) had not been in charge. Of the 17 who said they were in charge 16 provided elaborations. Most said they were in charge of either buying or making materials and keeping track of them as they were sold; this often fell to them if they served in the President position. Three said they sold bandannas that are required for play, and one actually ran a pay-to-play game, which is very unusual as HvZ is “free to play forever” (Weed, et. al. 2014). There were a couple of mentions of fundraisers not being successful due to poor organization or lack of player support, but, on the other hand, some clubs could make \$300 merely by volunteering people to for a single clean-up effort in a school’s stadium or arena. A

few also set up profit-splitting programs with providers such as Orange Mod Works, a company catering to those who desire to modify their foam dart blasters (About Us, 2014).

Again, officers were then asked if they assisted with any of the events, and, similar to the awareness-raising questions, results were questionable because respondents were confused by the lack of explicit mutual exclusion between being in charge of and assisting with an event. Statistically, 57 responded, 40 (70%) saying yes and 17 (30%) saying no. However, the possibility that they played both roles in multiple installments of the same fundraising event legitimizes the examination of their efforts as assistants. Generally, they collected money, kept track of inventory, volunteered their labor or talents, or ran errands. One explained that their pay-to-play set-up was either a monetary fee or a donation of canned goods that the club passed on to a local charity.

To establish a rough time comparison, the same questions were asked about current fundraising events. First, the events engaged in during the most recent or current game or semester can be viewed in Figure 38: Current Fundraising Activities. The “Other” response here outlined similar events to those already described in the previous condition, or indicated that people did not know what events would be engaged in because they took the survey during the middle of the semester. Forty-three of 50 respondents (86%) said they were not in charge of current fundraising efforts while 7 (14%) said they were currently in charge. Twenty-four of 49 (49%) said they were not assisting in current events while 25 (51%) said they were currently assisting. Elaboration was thrown out due to misunderstanding it as a redundant question; the reduction in participation may also be attributed to this phenomenon and participants’ failure to realize without explicit specification that being “in charge of” and “assisting” with an event are

mutually exclusive categories. Future research should take this into account and heavily define categories such as this.

Figure 39: Previous and Current Fundraising Events shows fundraising events that were commonly engaged in during previous and current terms (frequency >10 responses), which included selling bandannas (17), selling t-shirts (11), and selling food (12). No fundraising events were engaged in at either time by 15 responses, and “other” accounted for 15 of current and previous fundraiser activities. Thus, popular events have staying power, presumably because of their success, although further studies are necessary to find possible causal relationships between fundraising and treasury size.

Next, refer to Figure 40: Current or Previous, Assist or Run Fundraising. The cross tabulation of those in charge or not in charge of current or previous fundraising activities only significantly shows that those who were not previously in charge of activities are also very unlikely to be in charge of current fundraising activities (33 of 49 total responses or 67%). If someone had not been in charge of a previous fundraising event, they were roughly equally likely to currently be assisting in a fundraising event (45% assisting, 55% not assisting). However, if they assisted in a previous event, they were extremely unlikely to be running a current fundraiser, that is, 82% are not currently in charge of a fundraising event if they had previously assisted and 63% are not currently in charge if they had not previously assisted. But, if they assisted in a previous event, it was more likely that they were assisting in a current fundraiser (60% currently assisting, 40% not currently assisting). This suggests that people who are not engaged in fundraising stay unengaged, but those who have an interest stay active, but do not necessarily take charge of fundraising events.

### **Personal Money**

Finally, Figure 41: Personal Money shows the frequency with which officers put certain ranges of their own money into the game. This condition did not exclude dues, fees, or donations which were already addressed in a previous question; however it is unlikely that they greatly skewed the results here, as dues or fees are often small and donations and personal money are understandable not mutually exclusive. This condition did exclude gas and food money, specifying only money that paid for direct game expenses, such as props or costumes. Thirty-eight of 69 respondents (55%) put \$50 or less of their own money into the game while they were on administration. Only 4 (6%) put in more than \$500 of their own money.

### **Anecdotal Free Response**

Thirty-four people responded to the final open-ended question asking for additional information that they felt would be pertinent to the survey topic. In accordance with anonymity, no direct quotations or identifiable information are being used in the discussion of these responses. First, a number of people offered up their major field of study. Next, many detailed the different schedules they play on. Some complained about quarter systems instead of semesters, others indicated that without a school they only played one or two day games every so often. Another described two-and-a-half week long games with missions every few nights. While it held truer to a zombie apocalypse feeling, it took too much of a toll on the people running it, and games have since been shortened. One mentioned their game acting as a fundraiser for a large charity organization, but failed to say whether or not the funds were raised through pay-to-play or other means.

Many respondents showed awareness of the male-domination of both player-bases and leadership in HvZ. Sexism was a hot topic, with a number of women complaining that they had trouble being heard both as players and leaders. Others said they had experienced outright verbal

the louder snaps beneath him stopped his heart nonetheless. He had heard all too many stories of soldiers who, after one step just like the other thousands he had taken, found himself falling helplessly toward crudely sharpened bamboo stakes and a gruesome death. A thorough layer of sweat formed on Jack's body as the thick humidity of the jungle crept beneath his shirt.

Jack's cruel daydreams were pushed out of his mind by the voice of Second Lieutenant Jaime Bell.

"Hold," he said, showing the back of his right hand to the unit behind him. His eyes were on the sky. Conversation throughout the unit had ceased. Suddenly, he dropped to the ground. "Down! On your belly, do not move!" He hissed the commands hoarsely, reluctant to yell because of the unit's proximity to the city.

Jack dropped to the jungle floor with the rest of the unit and lay petrified on the lightly trodden path. He spent a couple motionless minutes becoming frustrated with the volume of his breath. 2LT Bell stood slowly, then gestured with his right hand for the rest of the unit to do the same. Jack took his right hand from the trigger guard on his weapon and propped himself up before standing.

"Possibly a spy plane. Not ours." Bell explained. Jack knew that reconnaissance aircraft often detected enemies with motion sensing capabilities. It now made sense to hit the ground despite being very well hidden under the jungle canopy. "We're half a mile out," Bell continued. "No more talking."

Ten minutes later, the unit marched through a thinning tree line to a giant clearing that was the Western city limits of An Khe.



their documents for removing an officer from office. Of these procedures, permanent removal from office (must be re-elected to return to office) was most common, with 32 of 50 (64%) of respondents indicating this option. Next, 24 (48%) indicated permanent removal from the organization; 16 (32%) indicated temporary removal from the organization; and 14 (28%) indicated using temporary suspension from office (returns after a time period without re-election) as disciplinary consequences for officers. Only 9 (18%) indicated removal from online forums or Facebook page/group as a penalty for officers, but this may reflect a lack of online presence or moderation thereof, rather than actual frequency of use as a consequence.

A handful of anecdotes provided insight into procedures for removing an officer: usually, it would be done through an internal vote, or arbitrarily without reference to any procedure. Mostly, though, the procedures have not been used, as 68 of 70 (97%) respondents indicated, which may reflect punishments being exacted through other means than those written down. This apparent lack of disciplinary measures is curious, as so many of the final free response questions lamented abuses of power, such as rigging elections and arbitrarily changing official documents. The general trend was that those who became violent or overly heated about the game were inconsistently given unofficial time-outs, but rarely lost official power or association with the club.

### **Discussion**

Undeniably, the present questionnaire has flaws, even after editing by four sets of eyes. Most likely, the sheer immensity and bulk of the measure fatigued both reviewers and participants, resulting in mis-wordings and misunderstandings. However, the present study had a broad role to play, touching upon a wide assortment of HvZ topics not yet covered by research.

It also brought to light the variety of organizations running the game, and hopefully future research will be better able to anticipate the challenges of studying such a diverse population.

### **Improvements to this study**

Of the 160 surveys started, 74 were completed, for a 46% completion rate. This may have been due to re-starting surveys, as well as being unable to complete certain portions because of differences in organizational structure. Also, only 134 surveys of 160 contained a response to the first question, regarding informed consent. Only 69 of the 75 completed surveys involved a response to that question. Clearly, this should have been a forced completion question, as should have many other questions.

Despite being reviewed by four different people multiple times before its distribution, the questionnaire possessed an array of errors (see Appendix A: Questionnaire Blank). The most common was error by omission, which is arguably difficult to catch as editors are not accustomed to looking for that which is not present (unless it's punctuation or spelling errors). Two examples of this error are the lack of Treasurer when providing a list of positions, and the lack of the Bisexual option on the list of sexual orientations. Questions lacking explicit wording, such as the distinction between "in charge" and "assisting," also suffered from the error of omission: reviewers did not realize that more explicit wording needs to be used and mutually exclusive terminology decisively defined in every possible occurrence.

Analyzing historical questions also became problematic, partially from the confusion alluded to above, and partially due to their inherent lack of specificity. One such omission in an historical line of questioning involved not asking about previous job and non-sport history in high school, which would have provided continuity with sports in high school and college. The lack of specificity lack was borne from an effort to be as all-inclusive as possible based on the

experience the primary author had previous to conducting the study. In fact, mere hours after posting the link and message for the quiz, the author was receiving questions about how to complete the questionnaire from those whose organizations bore little resemblance to the format the questionnaire assumed. This led to one of the major issues with historical questions: although time periods were presented in both year and semester format, different term durations and game content within each made distinctions between the officer's term and the current game too murky to navigate. It is possible that offering different and mutually exclusive time durations such as "This year," "The previous year," and "During the first year the group existed," could help target and integrate HvZ organizations' complicated and non-uniform timelines.

However, further complications arise in the gathering of historical data. The section on discipline presents the issues best. In that section of results, the frequencies with which players and officers suffered consequences may have been skewed by a few factors, such as hearsay, recordable versus non-recordable offenses, or not distinguishing between these in the first place. The recency effect may also confound these results as it would suggest participants only think of the most recent semester (McLeod, 2008). Gaining accurate, relevant, fully credible information would require searching into the annals of each organization (if they even keep such records), or only interviewing founders who are still involved in their respective organizations (which would require a pilot feasibility survey). Also in the vein of disciplinary issues, collecting and analyzing the governing documents of each organization (if they even have such documents) would prove a noble attempt to build credibility of responses, except that interviewing the officers would be the only way to know if what is written is actually followed or executed with regularity.

A final overarching flaw, which has already been heavily implied, is the flaw of assumption. Again, the discipline subsection in the Results section provides a straightforward example. Very few respondents indicated removal from online forums or Facebook page/group as a penalty for officers, but this may reflect a lack of online presence or moderation thereof, rather than actual frequency of use as a consequence. Online presence should not have been assumed and should have been measured in a previous question or pilot study. More specified pilot studies need to be done to grasp the diversity of organizational structure among HvZ organizations.

### **Future research**

There is limitless potential for future research about HvZ, partially because of its diversity and partially due to the relative youth of the analytical front and game itself. Hopefully, this study both inspires and guides future research. Obviously, there are numerous shortcomings to be improved upon, but the present study may still serve as a foundation for myriad future efforts, both large and small scale. While single games may easily perform short, informal surveys to find out what prevents people from playing after signing up, a meta-analysis of these surveys may tell the overall HvZ community what its greatest challenges are. This sort of information sharing can lead to more collaborative efforts on solving these problems, thereby improving the game for future generations.

Undeniably, the diversity of HvZ organizations' structures needs to be better accounted for in future research. Perhaps meta-analyzing a series of smaller studies would be a more sound way to gain data and information. However, the same issue of standardization would occur when comparing single-organization studies because of their distinctively different structures and procedures. In one sense, this study can serve as a pilot study to determine what terminology



can be universally implemented in researching HvZ organizations. The most glaring issue of language use is the use of the term “Moderator.” The “Moderator” title covers too many different tasks and needs to be better defined in future research to actually create equivalent job categories between groups. Once equivalent categories are created, examination of duties integral to organizations can begin in earnest. And additional challenge is that some clubs make all officers moderators, whereas others have officers serving the club and moderators serving only during HvZ game play. People holding multiple positions should have been identified and pairings could have been analyzed to see which job duties were most likely to be grouped. Further analysis could indicate if these groupings are practical or detrimental.

An additional confound is the inconsistency with which HvZ organizations solely run HvZ, as some provide other games like Capture the Flag or Dodgeball. Distinguishing HvZ tasks from those of the overall organizations may be the greatest challenge in establishing any firm, overarching analysis of HvZ organization’s leadership. Accompanying this issue is also that of multiple responses from single groups possibly swaying overall results. Subsequent studies will have to judge whether a single report from each group is best, or if multiple responses per organization should be allowed, as in the present study. Until these challenges are dealt with, best practices for leadership cannot be identified. Eventually, the HvZ community should scrutinize their leadership practices in an empirical manner, with further research involving popular methods (i.e. disciplinary) or structures (i.e. number of people in charge) crossed with satisfaction measures (which this study did not delve in to).

Nevertheless, a number of topics touched upon in this study may be expanded and examined to greater and deeper knowledge. For one, it may be practical to pursue a future study cataloging the potential hazards of playing HvZ so that groups are better able to prevent injuries

before they happen. The closest this study came to measuring success was inquiries about treasury size and stability. This topic could be more deeply investigated, possibly as a measure of advertising and fundraising success. In finding out what sort of person becomes an officer, more detailed investigation of previous sports involvement could be key, given similarities between HvZ and activities demanding moderate athleticism. Asking about levels of involvement in the sport—whether they just played, or they were team captains and whether the sport was varsity level or just pick-up games—may be relatable to becoming officers in HvZ. Of course, any study attempting to take a more causal stance must also survey players who have never been in leadership positions, as well as people who have never played HvZ, as controls.

Finally, answers to the free response questions suggested a few more interesting potential research topics. One pointed out that asking for people's major field of study could provide an interesting correlation, if any, and could lead to further investigation to see what draws people to HvZ. Perhaps some officers find that HvZ leadership is applicable to their education, or provides opportunities similar to their sought-after careers. Another free response succinctly asked why people become leaders in HvZ. They hypothesized that the motivation could be stem from fun, power, vision, game components, or any number of aspects. Like others in the community, this author waits to see which of these studies will be undertaken, and what fruits they will bear.

### **Conclusion**

Unsurprisingly, the study showed that, statistically, HvZ organizations are primarily run by straight white males. These men may be Christians, as well as Atheists and Agnostics. HvZ leadership also reflected common knowledge and mainstream culture in terms of dating

relationships and academic performance. Monogamous dating and single were the overwhelmingly common relationship statuses, mirroring mainstream modern culture among the 18 to 30 year old age group. HvZ leaders are also people who become involved in HvZ early in their higher education careers, and who maintain 3.0 GPAs or higher, which falls in to line with the general picture of academic performance and leadership.

Next in the line of personal description, the HvZ leaders described their occupations outside of HvZ. Most HvZ leaders did not participate in sports while holding office, although the majority did stay involved with other non-sport organizations. As for gainful employment, most were either employed part-time or not at all while holding office. This result may be both a function of time commitment to HvZ and time of year in which HvZ is run, as students are less likely to hold jobs during the academic semester, in this author's experience.

Next, the study addressed subjects regarding the game itself. Most clubs did not run games of more than 200 people, and had 4 to 11 officer positions to do so. This gives a ratio of about 1 officer to 20 players, and does not account for unofficial moderators, who do not help with game design but are merely given crowd-control powers during the game. Although the broadness of structure was surprising, the lack of governing documents accountability was not, based on the author's experience in the community. Officers were most often appointed to their position by current staff members, or gained the position in a general election. Since 25 of the 27 people (93%) who had access to a list of duties read it before taking office, a list of duties would be a worthwhile tool for all HvZ leadership to create. It is this author's educated opinion that not only would it reduce the chances that jobs are ill-defined or not carried out in a timely manner, but also that it would actually be used by those to whom it was available.

Additionally, having written procedure for disciplining players and officers may be useful to organizations, if ever needed. Discipline is not a common occurrence for players, and is an especially uncommon experience for officers, suggesting either that officers are invariably upstanding or are rarely held accountable for their transgressions. Although this study did not acquire the data on types of transgressions, it is probably that they are rarely physical or violent, given that paramedic and police calls are very uncommon during the games.

Hence, it is very unlikely that HvZ participation will cause lawsuits or medical bills; in fact, it is uncommon to donate more than \$50 or \$100 of one's own money to the game while on an administration. Since this was a purely descriptive study on leadership and experience, further inquiry is needed in to fundraising techniques' effectiveness. However, the study was able to find a correlation heavily suggesting that people who are not engaged in fundraising stay unengaged, but those who have an interest stay active, but do not necessarily take charge of a fundraising event. Luckily, fund-raising is not the sole or even most common way of getting the word about HvZ out to the public. Unconcerned with raising money, awareness-raising techniques are vital to ensuring HvZ games' attendance. The low cost and simplistic methods of flyers and word of mouth are statistically universal Among HvZ organizations in this study.



# Appendix A

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## Questionnaire Blank

## Leadership, Experience, and Demographics in HvZ Organizations

### Q1 Informed Consent

#### Study Title

LEADERSHIP, DEMOGRAPHICS, AND EXPERIENCE IN HUMANS VERSUS ZOMBIES ORGANIZATIONS

#### Study Purpose and Rationale

This study plans to broaden the knowledge base for further research upon the Urban Gaming organizations across America and beyond. Specifically, I aim to establish demographic patterns among leaders in HvZ organization and to reveal overarching similarities and differences in managerial practices. It will be difficult to establish best practices in HvZ organizational management, but some guidelines about beneficial practices and poor practices may be revealed. For example, it is possible that treasury size, community perception, police involvement, and the free response questions can provide some indicators of organizational health.

**Inclusion/Exclusion Criteria** To be included, you must be over 18 and have served as an officer in your HvZ organization for at least one semester/game, current or past. People who are under 18 or have not served as an officer in their HvZ organization may not participate in this study.

#### Participation Procedures and Duration

For this project, you will be asked to complete a questionnaire detailing your HvZ leadership experiences and some demographic information. It will take approximately 45 minutes to complete the entire questionnaire.

#### Data Confidentiality or Anonymity

All data will be maintained as anonymous because participant's names will not be taken. Research documents will be kept on a password protected drive accessed only by the researcher and not shared with anyone outside of the project. Research will not be discussed at length with anyone in or connected to the HvZ community. No direct quotations will appear in the finished report. Although a list of participating organizations may appear in the report, attributions to specific organization will be kept to a minimum, instead being referenced by region of the country.

#### Storage of Data

Data will be kept on a password secured drive for up to 2 years or until the end of the Honors Thesis project in July of 2014 for the Ball State Honors College. The 2 year buffer is only a precaution in case the thesis is not immediately accepted. No paper documents of raw data will be created. Data will be wiped from the drive after completion or the 2 year period.

### **Risks or Discomforts**

Although no risks are anticipated, due to the close-knit social nature of the Humans Versus Zombies community, all participants will remain anonymous. Of course, participants may choose not to answer any question that makes you uncomfortable and you may quit the study at any time.

### **Who to Contact Should You Experience Any Negative Effects from Participating in this Study**

Although negative effects are extremely unlikely and not anticipated, should you experience any, please contact your local counseling services, through your institution, workplace, or local directory, such as those found under [http://www.dmoz.org/Health/Mental\\_Health/Counseling\\_Services/Directories/](http://www.dmoz.org/Health/Mental_Health/Counseling_Services/Directories/) or other directories.

### **Benefits**

Humans Versus Zombies has only existed since 2005. Due to the relative newness of the game, and general youth of most organizations, many lack the coordination, manpower, and patience to discover who best to run their organizations. Hopefully, the descriptive nature of this study will help the community evaluate itself and take what measures it believes are necessary to improve the overall experience of Humans Versus Zombies.

### **Voluntary Participation**

Your participation in this study is completely voluntary and you are free to withdraw your permission at anytime for any reason without penalty or prejudice from the investigator. Please feel free to ask any questions of the investigator before, during, and after the study.

### **IRB Contact Information**

For one's rights as a research subject, you may contact the following: For questions about your rights as a research subject, please contact the Director, Office of Research Integrity, Ball State University, Muncie, IN 47306, (765) 285-5070 or at [irb@bsu.edu](mailto:irb@bsu.edu).

**Researcher Contact Information**

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email: [jparker@bsu.edu](mailto:jparker@bsu.edu)

Faculty Supervisor: Dr. Darrel Butler, Ball State University, Muncie, IN, 47306 email:  
[dibutler@bsu.edu](mailto:dibutler@bsu.edu)

Q2 I (the participant) certify that I am at least 18 years of age, have held an official position in a Humans versus Zombies organization for at least one week-long game, and have read the informed consent form presented above.

☐ Proceed (1)

Q3 Information on Offices In this section you will be asked about Officer positions and selection.

Q4 Please indicate requirements\* for holding office in your organization (\*A "requirement" must be met for the person to be considered for office- as in, they are ineligible without it)

- ☐ Minimum GPA (i.e. not on Academic Probation) (1)
- ☐ Previous experience in an HvZ organization (2)
- ☐ Class standing (3)
- ☐ Ability to fulfill full term of position (4)
- ☐ Age (5)
- ☐ Other (6) \_\_\_\_\_

Q5 Please indicate all official\* positions offered in your organization (\*Official: appointed or elected and/or appear in your constitution or governing documents)

- ☐ President (1)
- ☐ Vice President (2)
- ☐ Coordinator (3)
- ☐ Moderator (4)
- ☐ Arbiter (5)
- ☐ Officer (6)
- ☐ Organizer (7)
- ☐ Secretary (8)
- ☐ Historian (9)
- ☐ Public Relations Officer (10)
- ☐ Safety Officer (11)
- ☐ Campus Relations Officer (12)
- ☐ Other (13) \_\_\_\_\_
- ☐ Other (14) \_\_\_\_\_

Q6 Please indicate your current official position(s)

- ☐ President (1)
- ☐ Vice President (2)
- ☐ Coordinator (3)
- ☐ Moderator (4)
- ☐ Arbiter (5)
- ☐ Officer (6)
- ☐ Organizer (7)
- ☐ Secretary (8)
- ☐ Historian (9)
- ☐ Public Relations Officer (10)
- ☐ Safety Officer (11)
- ☐ Campus relations Officer (12)
- ☐ Other (13) \_\_\_\_\_
- ☐ Other (14) \_\_\_\_\_
- ☐ None (15)

Q7 Please indicate your past official position(s) and semester(s) or year(s) held

- ☐ President (1) \_\_\_\_\_
- ☐ Vice President (2) \_\_\_\_\_
- ☐ Coordinator (3) \_\_\_\_\_
- ☐ Moderator (4) \_\_\_\_\_
- ☐ Arbiter (5) \_\_\_\_\_
- ☐ Officer (6) \_\_\_\_\_
- ☐ Organizer (7) \_\_\_\_\_
- ☐ Secretary (8) \_\_\_\_\_
- ☐ Historian (9) \_\_\_\_\_
- ☐ Public Relations Officer (10) \_\_\_\_\_
- ☐ Safety Officer (11) \_\_\_\_\_
- ☐ Campus Relations Officer (12) \_\_\_\_\_
- ☐ Other (13) \_\_\_\_\_
- ☐ Other (14) \_\_\_\_\_

Q8 Please indicate the current number of official staff positions

- ☐ 0-3 (1)
- ☐ 4-7 (2)
- ☐ 8-11 (3)
- ☐ 11-14 (4)
- ☐ 15+ (5)

Q9 Please indicate the (average) number of official staff positions when you were on staff

- ☐ 0-3 (1)
- ☐ 3-7 (2)
- ☐ 7-11 (3)
- ☐ 11-14 (4)
- ☐ 15+ (5)

Q10 Please indicate how you were selected for your current or former position(s).

- ☐ Appointed by single official position holders (1)
- ☐ Appointed by multiple official position holders (2)
- ☐ Elected in general election (3)
- ☐ Elected in special/emergency election (4)
- ☐ Already an official position holder and filled in when another official position was vacated/created (no appointment or election) (5)
- ☐ Not already an official position holder and filled in when an official position was vacated/created (6)
- ☐ Gained position in founding of organization (7)
- ☐ Other (8) \_\_\_\_\_

Q11 Prior to entering your position, were you informally (casually) verbally briefed on your potential duties?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Don't remember (3)

Answer If Prior to entering your position, were you informally (casually) verbally briefed on your potential duties?&nbsp;<o:p></o:p> Yes Is Selected

Q12 By whom?

- ☐ Current official position holder of the same position as you gained (1)
- ☐ Current official position holder of a different position than you gained (2)
- ☐ Former official position holder of that position (3)
- ☐ Former official position holder of another position (4)
- ☐ Other (5) \_\_\_\_\_
- ☐ Other (6) \_\_\_\_\_

Q13 Prior to entering your position(s), was a written list of duties available?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Don't know / Don't remember (3)

Answer If Prior to entering your position(s), was a written list of duties available?<o:p></o:p> yes Is Selected

Q14 Prior to actively taking office, did you read it?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Don't know / Don't remember (3)

Q15 Please indicate term durations for Official Positions.

- ☐ 1 semester (includes Fall, Spring, Spring through Summer, or Summer through Fall) (1)
- ☐ 2 semesters (Includes Fall through Spring, Spring through Fall) (2)
- ☐ 1 calendar year (3)
- ☐ 2 calendar years (4)
- ☐ Until graduation (5)
- ☐ Indefinite / Until Resignation (6)
- ☐ Other (7) \_\_\_\_\_
- ☐ Other (8) \_\_\_\_\_

Q16 Disciplinary Procedures In this section you will be asked about the Disciplinary Procedures for both Officers and Players.



Q17 Does your organization officially recognize any of the following disciplinary consequences for players?

- ☐ Removal from online participation (Forum, Facebook, etc) (1)
- ☐ Suspension from HvZ (please specify duration(s)) (2) \_\_\_\_\_
- ☐ Suspension from Organization (please specify duration(s)) (3) \_\_\_\_\_
- ☐ Permanent removal from HvZ (4)
- ☐ Permanent removal from Organization (5)
- ☐ Other (6) \_\_\_\_\_
- ☐ Other (7) \_\_\_\_\_

Q18 On average, how many times in a week-long game are disciplinary procedures for players used?

- ☐ Less than once per game (1)
- ☐ 1-2 times per game (2)
- ☐ 2-3 times per game (3)
- ☐ 4-5 times per game (4)
- ☐ 6-10 times per game (5)
- ☐ 11+ times per game (6)

Q19 Does your organization officially recognize (i.e. in the governing documents) any of the following disciplinary consequences for officers?

- ☐ Temporary\* suspension from office (\*returns as officer after a time) (1)
- ☐ Permanent\*\* removal from office (\*\*impeached; must be reelected to return to office) (2)
- ☐ Temporary removal from organization (3)
- ☐ Permanent removal from organization (4)
- ☐ Monetary penalties (5)
- ☐ Removal from online forums or Facebook page/group (6)
- ☐ Other (7) \_\_\_\_\_
- ☐ Other (8) \_\_\_\_\_

Q20 On average, how many times in semester are disciplinary procedures for officers used?

- ☐ Less than once per semester (1)
- ☐ 1-2 times per semester (2)
- ☐ 3-5 times per semester (3)
- ☐ 6-10 times per semester (4)
- ☐ 11+ times per semester (5)

Q21 Is there an official procedure (i.e. written in the governing documents) to remove an officer from office (i.e. impeachment)?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Don't Know (3)

Answer If Is there an official procedure (i.e. written in the governing documents) to remove an officer from office (i.e. impeachment)?<o:p></o:p> Yes Is Selected

Q22 To your knowledge, has this procedure ever been used?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Don't Know (3)

Answer If To your knowledge, has this procedure ever been used?<o:p></o:p> Yes Is Selected

Q23 Please describe the incident(s)

Q24 Community Relations In this section, you will be asked about responsibilities toward non-players and their attitudes.

Q25 Does your organization implement off-campus play?

- ☐ Yes (1)
- ☐ No (2)

Q26 Does your game implement indoor play?

- ☐ Yes (1)
- ☐ No (2)

Q27 Please indicate your impression of general campus/public attitude toward the game overall

- ☐ 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9 (9)
- ☐ 10 (10)

Q28 Please indicate your impression of general campus/public awareness of the game overall

- ☐ 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9 (9)
- ☐ 10 (10)

Q29 On average, how many times in a week-long game are police called (i.e. by uninformed bystanders or unsettled nonparticipants)?

- ☐ Less than once (1)
- ☐ 1-2 (2)
- ☐ 3-5 (3)
- ☐ 6-10 (4)
- ☐ 11+ (5)

Q30 On average, how many times in a week-long game are paramedics called (l.e. for a player with an injury, asthma attack, etcetera)

- ☐ Less than once (1)
- ☐ 1-2 (2)
- ☐ 3-5 (3)
- ☐ 6-10 (4)
- ☐ 11+ (5)

Q31 Which officer is responsible for informing police about the game?

- ☐ President (1)
- ☐ Coordinator (2)
- ☐ Vice President (3)
- ☐ Moderator (4)
- ☐ Arbiter (5)
- ☐ Officer (6)
- ☐ Organizer (7)
- ☐ Secretary (8)
- ☐ Historian (9)
- ☐ Public Relations Officer (10)
- ☐ Safety Officer (11)
- ☐ Campus Relations Officer (12)
- ☐ Other (13) \_\_\_\_\_
- ☐ None (14)

Q32 How long before the game must police be informed?

- ☐ Within a week before the opening mission (1)
- ☐ Within a month before the opening mission (2)
- ☐ Over a month before the opening mission (3)
- ☐ As soon as the date is set (4)
- ☐ Other (5) \_\_\_\_\_
- ☐ None or N/A (6)

Q33 Which officer is responsible for informing campus officials (i.e. Office of Student Life/Affairs) about the game?

- ☐ President (1)
- ☐ Coordinator (2)
- ☐ Vice President (3)
- ☐ Moderator (4)
- ☐ Arbiter (5)
- ☐ Officer (6)
- ☐ Organizer (7)
- ☐ Secretary (8)
- ☐ Historian (9)
- ☐ Public Relations Officer (10)
- ☐ Safety Officer (11)
- ☐ Campus Relations Officer (12)
- ☐ Other (13) \_\_\_\_\_
- ☐ None (14)

Q34 How long before the game must they inform campus officials?

- ☐ Within a week before the opening mission (1)
- ☐ Within a month before the opening mission (2)
- ☐ Over a month before the opening mission (3)
- ☐ As soon as the date is set (4)
- ☐ Other (5) \_\_\_\_\_
- ☐ None or N/A (6)

Q35 Which officer is responsible for informing community officials (i.e. County Police, City Board) about the game?

- ☐ President (1)
- ☐ Coordinator (2)
- ☐ Vice President (3)
- ☐ Moderator (4)
- ☐ Arbiter (5)
- ☐ Officer (6)
- ☐ Officator (7)
- ☐ Secretary (8)
- ☐ Historian (9)
- ☐ Public Relations Officer (10)
- ☐ Safety Officer (11)
- ☐ Community Relations Officer (12)
- ☐ Other (13) \_\_\_\_\_
- ☐ None or N/A (14)

Q36 How long before the game must they inform community officials?

- ☐ Within a week before the opening mission (1)
- ☐ Within a month before the opening mission (2)
- ☐ Over a month before the opening mission (3)
- ☐ As soon as the date is set (4)
- ☐ Other (5)
- ☐ None or N/A (6)

Q37 Budget and Revenue Activities In this section you will be asked about your organizations finances and fund- or awareness-raising endeavors.

Q38 Please indicate the current size of your treasury

- ☐ \$0-\$100 (1)
- ☐ \$101-500 (2)
- ☐ \$501-\$1000 (3)
- ☐ \$1001-\$3000 (4)
- ☐ \$3001+ (5)
- ☐ No Treasury (6)
- ☐ Don't know (7)

Q39 Please indicate the average size of treasury during your administration/semester

- ☐ \$0-\$100 (1)
- ☐ \$101-\$500 (2)
- ☐ \$501-1000 (3)
- ☐ \$1001-3000 (4)
- ☐ \$3001+ (5)
- ☐ No Treasury (6)
- ☐ Don't know (7)

Q40 Please indicate the amount of personal money you put in to the game during your administration (include props and creating paraphernalia, exclude gas and other personal expenses such as food)

- ☐ \$0-50 (1)
- ☐ \$51-100 (2)
- ☐ \$101-200 (3)
- ☐ \$201-500 (4)
- ☐ \$500+ (5)
- ☐ Don't Know (6)

Q41 Please indicate fundraising\* activities engaged in during your previous\*\* administration/term (\*Fundraising activities are all activities meant to gain donations or income)(\*\*if your only term is the current term, please select "other" and input "N/A")

- ☐ Selling bandannas (1)
- ☐ selling t-shirts (2)
- ☐ selling food (3)
- ☐ selling other HvZ paraphernalia (4) \_\_\_\_\_
- ☐ Pay-to-play event(s) (5)
- ☐ Blaster "modding" clinic/event with fee (6)
- ☐ Asked local business for financial support (7)
- ☐ Held event with local business for part of profits (8)
- ☐ Other (9) \_\_\_\_\_
- ☐ Other (10) \_\_\_\_\_
- ☐ None (11)

Answer If Please indicate fundraising\* activities engaged in during your administration/term  
 (\*Fundraising activities are all activities meant to gain donations or income) None Is Not Selected

Q42 Were you in charge of any of these fundraising activities?

- ☐ Yes (1)
- ☐ No (2)

Answer If Were you in charge of any of these fundraising activities? Yes Is Selected

Q43 Please elaborate on the activity and your duties

Answer If Please indicate fundraising\* activities engaged in during your administration/term  
 (\*Fundraising activities are all activities meant to gain donations or income) None Is Not Selected

Q44 Did you assist in any of these fundraising activities?

- ☐ Yes (1)
- ☐ No (2)

Answer If Did you assist in any of these fundraising activities? Yes Is Selected

Q45 Please elaborate on the activity and your duties

Q46 Please indicate fundraising activities engaged in during current administration/semester

- ☐ Selling bandannas (1)
- ☐ Selling t-shirts (2)
- ☐ Selling food (3)
- ☐ Selling other Organization/HvZ paraphernalia (4) \_\_\_\_\_
- ☐ Pay-to-play event(s) (5)
- ☐ Blaster "modding" event(s) with a fee (6)
- ☐ Asked local business for support (7)
- ☐ Held even with local business (8)
- ☐ Other (9) \_\_\_\_\_
- ☐ Other (10) \_\_\_\_\_
- ☐ None (11)



Answer If Please indicate fundraising activities engaged in during current administration/semester<o:p></o:p> None Is Not Selected

Q47 Are you in charge any of these fundraising activities?

- ☐ Yes (1)
- ☐ No (2)

Answer If Are you in charge of this fundraising activity?<o:p></o:p> Yes Is Selected

Q48 Please elaborate on the activity and your duties

Answer If Please indicate fundraising activities engaged in during current administration/semester<o:p></o:p> None Is Not Selected

Q49 Did you assist in any of these fundraising activities?

- ☐ Yes (1)
- ☐ No (2)

Answer If Did you assist in any of these fundraising activities?&nbsp; Yes Is Selected

Q50 Please elaborate the activity and your duties

Q51 Please indicate purely awareness-raising\* activities engaged in during your administration/semester (\*Awareness-raising activities include only activities meant to advertise, not those intended to bring donations or revenue)

- ☐ Flyers (posted or handed out) (1)
- ☐ Word of mouth (2)
- ☐ Free-to-play events (3)
- ☐ Free blaster "modding" events/clinics (4)
- ☐ Free organization/HvZ paraphernalia give-away (5)
- ☐ Organization information tables/booths (6)
- ☐ Free event at/with local business (7)
- ☐ Other (8) \_\_\_\_\_
- ☐ Other (9) \_\_\_\_\_
- ☐ None (10)

Answer If Please indicate purely awareness-raising\* activities engaged in during your administration/semester (\*Awareness-raising activities include only activities meant to advertise, not those intended to ... None Is Not Selected

Q52 Were you in charge of any of these awareness-raising activity?

- ☐ Yes (1)
- ☐ No (2)

Answer If Were you in charge of this awareness-raising activity? Yes Is Selected

Q53 Please elaborate the activity and your duties

Answer If Please indicate purely awareness-raising\* activities engaged in during your administration/semester (\*Awareness-raising activities include only activities meant to advertise, not those intended to ... None Is Not Selected

Q54 Did you assist in any of these awareness-raising activities?

- ☐ Yes (1)
- ☐ No (2)

Answer If Did you assist in any of these awareness-raising activities? Yes Is Selected

Q55 Please elaborate on the activity and your duties

Q56 Game Size In this section you will be asked about size trends in your game.

Q57 Please indicate the number of signed-up players during the week-long game(s) you helped organize

- ☐ 0-30 (1)
- ☐ 31-50 (2)
- ☐ 51-100 (3)
- ☐ 101-200 (4)
- ☐ 201-300 (5)
- ☐ 301-400 (6)
- ☐ 401-500 (7)
- ☐ 501-600 (8)
- ☐ 601-700 (9)
- ☐ 701-800 (10)
- ☐ 801-900 (11)
- ☐ 901-1000 (12)
- ☐ 1000+ (13)

Q58 Please indicate the average number of active players any given night during the week-long game(s) you helped organize

- ☐ 0-15 (1)
- ☐ 16-30 (2)
- ☐ 31-50 (3)
- ☐ 51-75 (4)
- ☐ 76-100 (5)
- ☐ 101-150 (6)
- ☐ 151-200 (7)
- ☐ 201-250 (8)
- ☐ 251-300 (9)
- ☐ 301-350 (10)
- ☐ 351-400 (11)
- ☐ 401-450 (12)
- ☐ 451-500 (13)
- ☐ 501-600 (14)
- ☐ 601-700 (15)
- ☐ 701-800 (16)
- ☐ 801-900 (17)
- ☐ 901-1000 (18)
- ☐ 1000+ (19)

Q59 Please indicate the average number of signed-up players during a typical week-long game

- ☐ 0-30 (1)
- ☐ 21-50 (2)
- ☐ 51-100 (3)
- ☐ 101-200 (4)
- ☐ 201-300 (5)
- ☐ 301-400 (6)
- ☐ 401-500 (7)
- ☐ 501-600 (8)
- ☐ 601-700 (9)
- ☐ 701-800 (10)
- ☐ 801-900 (11)
- ☐ 901-1000 (12)
- ☐ 1001+ (13)

Q60 Please indicate the average number of active players any given night during a typical week-long game

- ☐ 0-15 (1)
- ☐ 16-30 (2)
- ☐ 31-50 (3)
- ☐ 51-100 (4)
- ☐ 101-150 (5)
- ☐ 151-200 (6)
- ☐ 201-250 (7)
- ☐ 251-300 (8)
- ☐ 301-350 (9)
- ☐ 351-400 (10)
- ☐ 401-450 (11)
- ☐ 451-500 (12)
- ☐ 501-600 (13)
- ☐ 601-700 (14)
- ☐ 701-800 (15)
- ☐ 801-900 (16)
- ☐ 901-1000 (17)
- ☐ 1001+ (18)

Q61 Please indicate the number of signed-up players during the most recent or current week-long game

- ☐ 0-15 (1)
- ☐ 16-30 (2)
- ☐ 31-50 (3)
- ☐ 51-75 (4)
- ☐ 76-100 (5)
- ☐ 101-150 (6)
- ☐ 151-200 (7)
- ☐ 201-250 (8)
- ☐ 251-300 (9)
- ☐ 301-350 (10)
- ☐ 351-400 (11)
- ☐ 401-450 (12)
- ☐ 451-500 (13)
- ☐ 501-600 (14)
- ☐ 601-700 (15)
- ☐ 701-800 (16)
- ☐ 801-900 (17)
- ☐ 901-1000 (18)
- ☐ 1001+ (19)

Q62 Please indicate the average number of active players any given night during the most recent or current week-long game

- ☐ 0-15 (1)
- ☐ 16-30 (2)
- ☐ 31-50 (3)
- ☐ 51-75 (4)
- ☐ 76-100 (5)
- ☐ 101-150 (6)
- ☐ 151-200 (7)
- ☐ 201-250 (8)
- ☐ 251-300 (9)
- ☐ 301-350 (10)
- ☐ 351-400 (11)
- ☐ 401-450 (12)
- ☐ 451-500 (13)
- ☐ 501-600 (14)
- ☐ 601-700 (15)
- ☐ 701-800 (16)
- ☐ 801-900 (17)
- ☐ 901-1000 (18)
- ☐ 1001+ (19)

Q63 Overall HvZ Involvement In this section you will be asked about your involvement in HvZ.

Invitationals and mini-games are not included, but you may add those credentials in the final section if you wish.

Q64 Please indicate your number of years involved in HvZ as a player

- ☐ Less than 1 (1)
- ☐ 1 (2)
- ☐ 1.5 (3)
- ☐ 2 (4)
- ☐ 2.5 (5)
- ☐ 3 (6)
- ☐ 3.5 (7)
- ☐ 4 (8)
- ☐ 4.5 (9)
- ☐ 5 (10)
- ☐ 5.5 (11)
- ☐ 6 (12)
- ☐ 6.5 (13)
- ☐ 7 (14)
- ☐ 7.5 (15)
- ☐ 8 (16)
- ☐ 8.5 (17)
- ☐ 9 (18)
- ☐ 9.5 (19)
- ☐ 10+ (20)

Q65 Please indicate your number of years involved in HvZ as an officer

- ☐ less than 1 (1)
- ☐ 1 (2)
- ☐ 1.5 (3)
- ☐ 2 (4)
- ☐ 2.5 (5)
- ☐ 3 (6)
- ☐ 3.5 (7)
- ☐ 4 (8)
- ☐ 4.5 (9)
- ☐ 5 (10)
- ☐ 5.5 (11)
- ☐ 6 (12)
- ☐ 6.5 (13)
- ☐ 7 (14)
- ☐ 7.5 (15)
- ☐ 8 (16)
- ☐ 8.5 (17)
- ☐ 9 (18)
- ☐ 9.5 (19)
- ☐ 10+ (20)

Q66 Please indicate the total number of week-long games you have participated in as a player (DO NOT count serving as an officer)

- ☐ 1-2 (1)
- ☐ 3-6 (2)
- ☐ 7-10 (3)
- ☐ 11+ (4)

Q67 Please provide the name of the institution you are attending (please spell out full title; no acronyms; if not currently enrolled just type "N/A")(Please note that honesty to this question is integral to the study and troll elsewhere- or preferably not at all.)

Q68 Please provide the name of the institution at which you most often play(ed) HvZ (please spell out full title; no acronym) (Please note that honesty to this question is integral to the study and troll elsewhere- or preferably not at all.)



Q69 Please indicate the number of week-long games you have participated in as a player at the institution you most regularly play at (DO NOT count serving as an officer)

- ☐ 1-2 (1)
- ☐ 3-6 (2)
- ☐ 7-10 (3)
- ☐ 11+ (4)

Q70 Personal Information In this section you will be asked to provide your demographic information. You may choose not to answer any question, but are encouraged to answer as fully as possible..

Q71 Please indicate your current age

- ☐ 18-20 (1)
- ☐ 21-24 (2)
- ☐ 25-30 (3)
- ☐ 31-35 (4)
- ☐ 36+ (5)

Q72 Please indicate your biological sex

- ☐ Male (1)
- ☐ Female (2)
- ☐ Prefer not to answer (3)
- ☐ Male-to-Female Transgender (4)
- ☐ Female-to-Male Transgender (5)
- ☐ Other (6) \_\_\_\_\_
- ☐ Undecided (7)

Q73 Please indicate your sexual orientation

- ☐ Heterosexual (straight) (1)
- ☐ Homosexual (gay/lesbian) (2)
- ☐ Prefer not to answer (3)
- ☐ Pansexual or Omnisexual (4)
- ☐ Asexual (5)
- ☐ Other (6) \_\_\_\_\_
- ☐ Don't know / undecided (7)

Q74 Please indicate your relationship status

- ☐ Prefer not to answer (1)
- ☐ Single (2)
- ☐ Monogamous dating (3)
- ☐ Monogamous engaged (4)
- ☐ Monogamous married (5)
- ☐ Polyamorous/Open dating (6)
- ☐ Polyamorous/Open engaged (7)
- ☐ Polyamorous/Open married (8)
- ☐ Domestic Partnership / Civil Union (9)
- ☐ Other (10)

Q75 Please indicate your religious preference

- ☐ Prefer not to answer (1)
- ☐ Atheist (2)
- ☐ Agnostic (3)
- ☐ Apathetic/None (4)
- ☐ Unaffiliated (5)
- ☐ Christian (6)
- ☐ Muslim (7)
- ☐ Jewish (8)
- ☐ Hindu (9)
- ☐ Buddhist (10)
- ☐ Amish (11)
- ☐ Other (12) \_\_\_\_\_

Q76 Please indicate the race/ethnicity with which you most identify

- ☐ Caucasian (1)
- ☐ African American (2)
- ☐ Hispanic American (3)
- ☐ Asian American (4)
- ☐ American Indian / Alaska Native (5)
- ☐ Other (6) \_\_\_\_\_
- ☐ Prefer not to answer (7)

Q77 Educational Background In this section you will be asked about your educational history. You may choose not to answer any question, but are encouraged to answer as fully as possible.

Q78 Please provide your total years of higher education

- ☐ less than 1 (1)
- ☐ 1 (2)
- ☐ 2 (3)
- ☐ 3 (4)
- ☐ 4 (5)
- ☐ 5 (6)
- ☐ 6 (7)
- ☐ 7 (8)
- ☐ 8 (9)
- ☐ 9+ (10)
- ☐ None (11)

Q79 Please provide your number of years as a student any institutions offering HvZ.

- ☐ None (1)
- ☐ less than 1 (2)
- ☐ 1 (3)
- ☐ 2 (4)
- ☐ 3 (5)
- ☐ 4 (6)
- ☐ 5 (7)
- ☐ 6 (8)
- ☐ 7 (9)
- ☐ 8 (10)
- ☐ 9+ (11)

Q80 Please provide your class level (as indicated on current transcripts)

- ☐ Undergraduate Freshman (1)
- ☐ Sophomore (2)
- ☐ Junior (3)
- ☐ Senior (4)
- ☐ Graduate 1 (5)
- ☐ 2 (6)
- ☐ 3 (7)
- ☐ 4 (8)
- ☐ Other (9)
- ☐ Nonstudent (10)

Q81 Are you or were you a nontraditional undergraduate student as defined by your institution?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Don't know / don't remember (3)

Q92 Please indicate your academic performance in terms of Cumulative GPA (Grade Point Average) at your current or most recent educational institution.

- ☐ Prefer not to Answer (1)
- ☐ 4.0 - 3.5 (2)
- ☐ 3.49 - 3.0 (3)
- ☐ 2.99 - 2.5 (4)
- ☐ 2.49 - 2.00 (5)
- ☐ 1.99 or less (6)

Q82 Outside Involvements In this section you will be asked about your extracurricular activities other than HvZ.

Q83 Please indicate the sports you regularly played at a high school level. (If not applicable, type "N/A")

Q84 Please indicate the sports you have been involved in since high school graduation. (If not applicable, type "N/A")

Q85 Did you engage in any of these sports while holding office in your HvZ group?

- ☐ Yes (1)
- ☐ No (2)
- ☐ N/A (3)

Q86 Please indicate the non-sport activities (i.e. community or campus groups) you have been involved in since high school graduation. (If not applicable, type "N/A")

Q87 Did you engage in any of these activities while holding office in your HvZ group?

- ☐ Yes (1)
- ☐ No (2)
- ☐ N/A (3)

Q88 Please indicate your current level of employment

- ☐ None (1)
- ☐ Part-time (2)
- ☐ Multiple part-time (3)
- ☐ Full-time (4)
- ☐ Multiple full-time (5)

Q89 Please indicate your level of employment when you held office

- ☐ None (1)
- ☐ Part-time (2)
- ☐ Multiple part-time (3)
- ☐ Full-time (4)
- ☐ Multiple full-time (5)

Q90 Anything to add?

Q91 Please provide any information not already gathered or covered which you feel is relevant to the leadership, demographics, or experience within your organization.

# Appendix B

## Figures

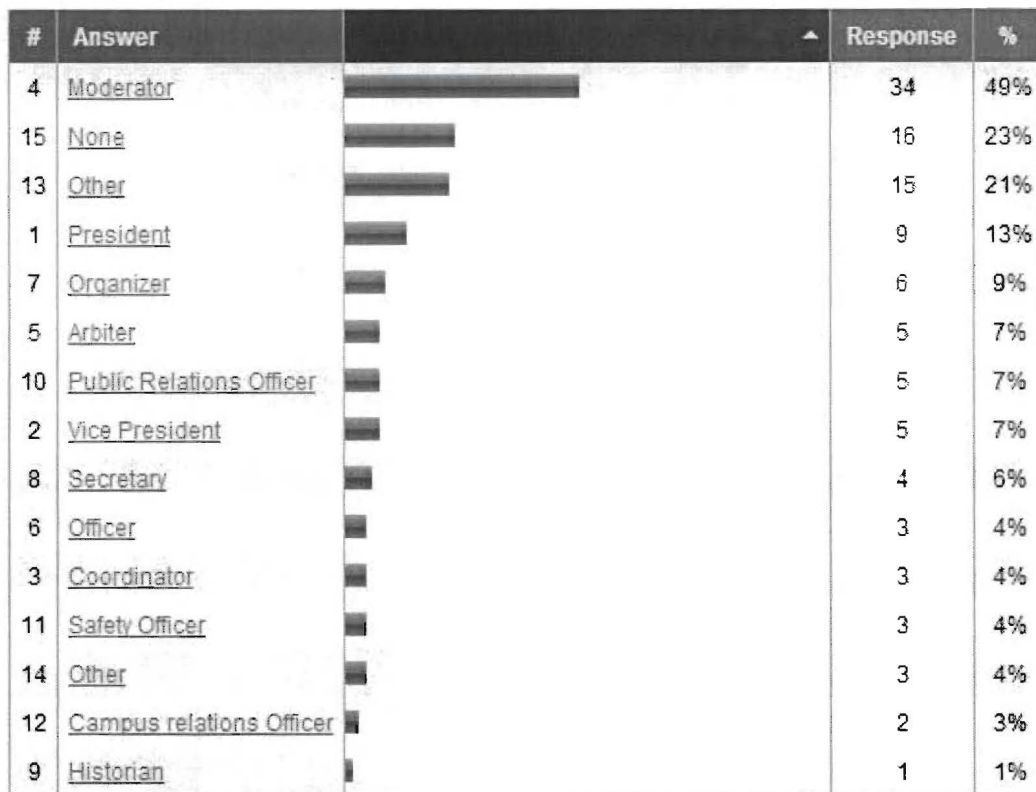


Figure 1. *Current Official Positions*. Indicates the official positions held by participants at the time they took the survey.

5. Please indicate your past official position(s) and semester(s) or year(s) held

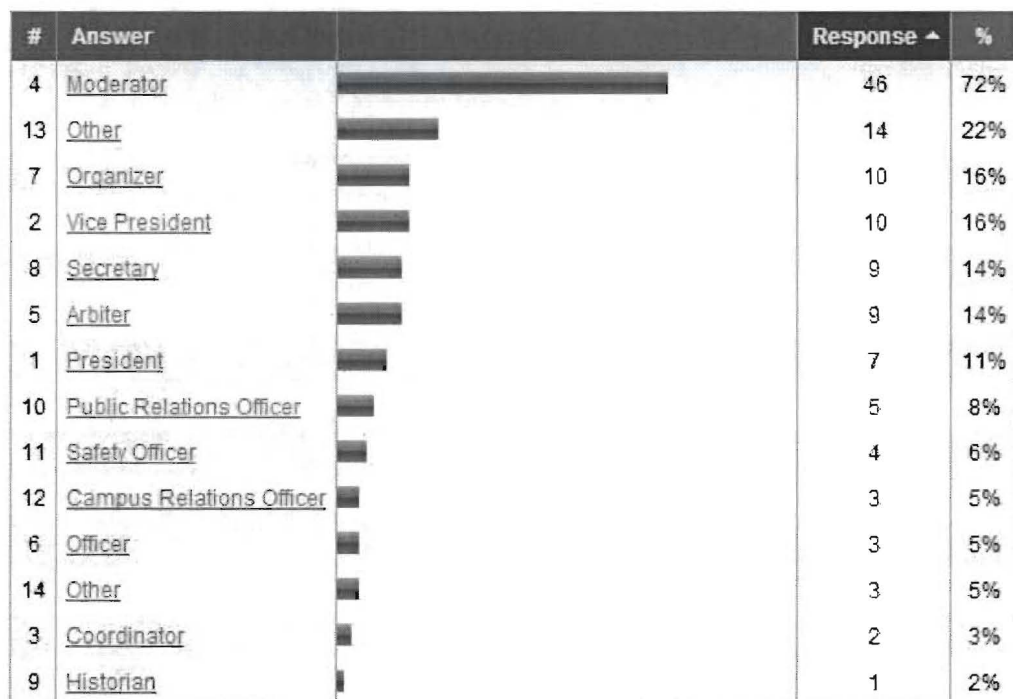


Figure 2. *Past Official Positions*. Indicates the official positions held by participants before they took the survey.



| #  | Answer      | Response | %    |
|----|-------------|----------|------|
| 4  | 4           | 13       | 18%  |
| 4  | 2           | 12       | 17%  |
| 6  | 2           | 9        | 13%  |
| 7  | 3.5         | 7        | 10%  |
| 10 | 5           | 6        | 8%   |
| 5  | 2.5         | 6        | 8%   |
| 2  | 1           | 5        | 7%   |
| 1  | Less than 1 | 4        | 6%   |
| 9  | 4.5         | 4        | 6%   |
| 3  | 1.5         | 2        | 3%   |
| 12 | 6           | 2        | 3%   |
| 16 | 8           | 1        | 1%   |
| 13 | 6.5         | 1        | 1%   |
| 19 | 9.5         | 0        | 0%   |
| 20 | 10+         | 0        | 0%   |
| 18 | 9           | 0        | 0%   |
| 17 | 8.5         | 0        | 0%   |
| 15 | 7.5         | 0        | 0%   |
| 11 | 5.5         | 0        | 0%   |
| 14 | 7           | 0        | 0%   |
|    | Total       | 72       | 100% |

Figure 3A: Years as Player, Common. Displays most common time periods spent as player by participants.

| #  | Answer      | Response | %    |
|----|-------------|----------|------|
| 1  | Less than 1 | 4        | 6%   |
| 2  | 1           | 5        | 7%   |
| 3  | 1.5         | 2        | 3%   |
| 4  | 2           | 12       | 17%  |
| 5  | 2.5         | 6        | 8%   |
| 6  | 3           | 9        | 13%  |
| 7  | 3.5         | 7        | 10%  |
| 8  | 4           | 13       | 18%  |
| 9  | 4.5         | 4        | 6%   |
| 10 | 5           | 6        | 8%   |
| 11 | 5.5         | 0        | 0%   |
| 12 | 6           | 2        | 3%   |
| 13 | 6.5         | 1        | 1%   |
| 14 | 7           | 0        | 0%   |
| 15 | 7.5         | 0        | 0%   |
| 16 | 8           | 1        | 1%   |
| 17 | 8.5         | 0        | 0%   |
| 18 | 9           | 0        | 0%   |
| 19 | 9.5         | 0        | 0%   |
| 20 | 10+         | 0        | 0%   |
|    | Total       | 72       | 100% |

Figure 3B: Years as Player, Distribution. Displays distribution of time periods spent as player by participants.

|   |       | Please indicate your number of years involved in HvZ as a player |   |     |    |     |   |     |    |     |   |     |   |     |   |     |   |     |   |     |     |       |
|---|-------|--|---|-----|----|-----|---|-----|----|-----|---|-----|---|-----|---|-----|---|-----|---|-----|-----|-------|
|   |       | Less than 1  | 1 | 1.5 | 2  | 2.5 | 3 | 3.5 | 4  | 4.5 | 5 | 5.5 | 6 | 6.5 | 7 | 7.5 | 8 | 8.5 | 9 | 9.5 | 10+ | Total |
| Please indicate the number of week-long games you have participated in as a player at the institution you most regularly play at (DO NOT count serving as an officer) | 1-2   | 4  | 3 | 1   | 3  | 3   | 3 | 2   | 2  | 0   | 2 | 0   | 0 | 0   | 0 | 0   | 0 | 0   | 0 | 0   | 0   | 23    |
|   | 3-6   | 0  | 2 | 1   | 9  | 2   | 6 | 3   | 8  | 4   | 1 | 0   | 0 | 1   | 0 | 0   | 0 | 0   | 0 | 0   | 0   | 37    |
|   | 7-10  | 0  | 0 | 0   | 0  | 0   | 0 | 1   | 2  | 0   | 2 | 0   | 0 | 0   | 0 | 0   | 0 | 0   | 0 | 0   | 0   | 5     |
|   | 11+   | 0  | 0 | 0   | 0  | 0   | 0 | 1   | 1  | 0   | 1 | 0   | 1 | 0   | 0 | 0   | 1 | 0   | 0 | 0   | 0   | 5     |
|   | Total | 4  | 5 | 2   | 12 | 5   | 9 | 7   | 13 | 4   | 6 | 0   | 1 | 1   | 0 | 0   | 1 | 0   | 0 | 0   | 0   | 70    |

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Count  $\geq 3$  ☐

Count  $\geq 5$  ☐

Figure 4: Games as Player by Years as Player. Displays the number of participants who have participated in ranges of week-long games for by how many years they have participated in HvZ as a player.

| #  | Answer      | Response | %    |
|----|-------------|----------|------|
| 2  | 1           | 14       | 19%  |
| 5  | 2.5         | 12       | 17%  |
| 1  | less than 1 | 11       | 15%  |
| 4  | 2           | 11       | 15%  |
| 3  | 1.5         | 7        | 10%  |
| 7  | 3.5         | 7        | 10%  |
| 6  | 3           | 5        | 7%   |
| 10 | 5           | 2        | 3%   |
| 9  | 4.5         | 1        | 1%   |
| 12 | 6           | 1        | 1%   |
| 8  | 4           | 1        | 1%   |
| 18 | 9           | 0        | 0%   |
| 19 | 9.5         | 0        | 0%   |
| 17 | 8.5         | 0        | 0%   |
| 20 | 10+         | 0        | 0%   |
| 14 | 7           | 0        | 0%   |
| 11 | 5.5         | 0        | 0%   |
| 13 | 6.5         | 0        | 0%   |
| 15 | 7.5         | 0        | 0%   |
| 16 | 8           | 0        | 0%   |
|    | Total       | 72       | 100% |

Figure 5A: Years as HvZ Officer, Frequency.

61. Please indicate your number of years involved in HvZ as an officer

| #  | Answer      | Response | %    |
|----|-------------|----------|------|
| 1  | less than 1 | 11       | 15%  |
| 2  | 1           | 14       | 19%  |
| 3  | 1.5         | 7        | 10%  |
| 4  | 2           | 11       | 15%  |
| 5  | 2.5         | 12       | 17%  |
| 6  | 3           | 5        | 7%   |
| 7  | 3.5         | 7        | 10%  |
| 8  | 4           | 1        | 1%   |
| 9  | 4.5         | 1        | 1%   |
| 10 | 5           | 2        | 3%   |
| 11 | 5.5         | 0        | 0%   |
| 12 | 6           | 1        | 1%   |
| 13 | 6.5         | 0        | 0%   |
| 14 | 7           | 0        | 0%   |
| 15 | 7.5         | 0        | 0%   |
| 16 | 8           | 0        | 0%   |
| 17 | 8.5         | 0        | 0%   |
| 18 | 9           | 0        | 0%   |
| 19 | 9.5         | 0        | 0%   |
| 20 | 10+         | 0        | 0%   |
|    | Total       | 72       | 100% |

Figure 5B: Years as HvZ Officer, Distribution

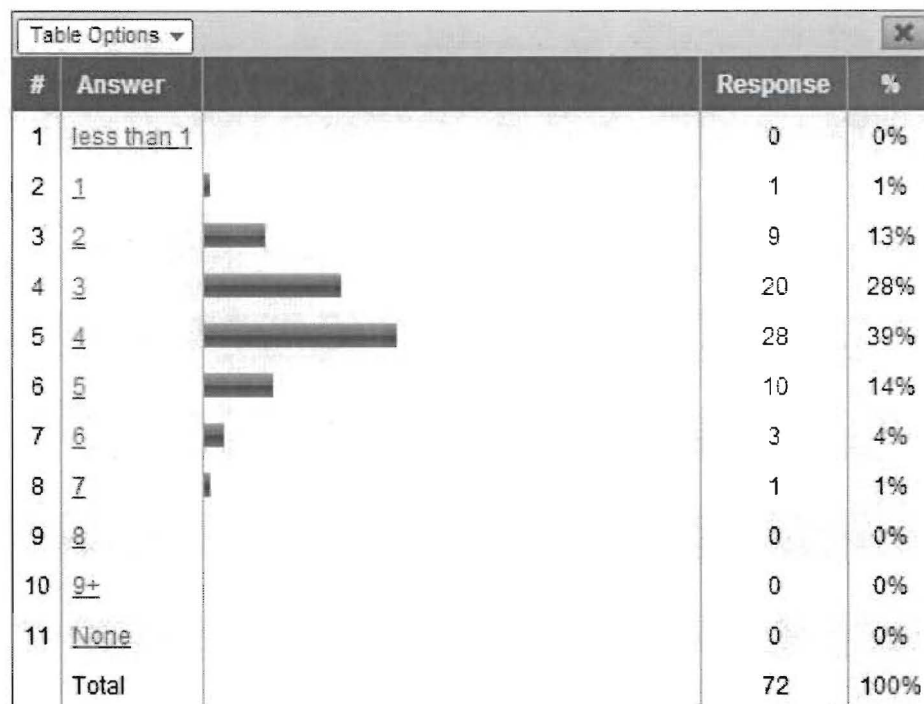


Figure 6: Years of Higher Ed.

61. Please provide your number of years as a student any institutions offering HvZ.

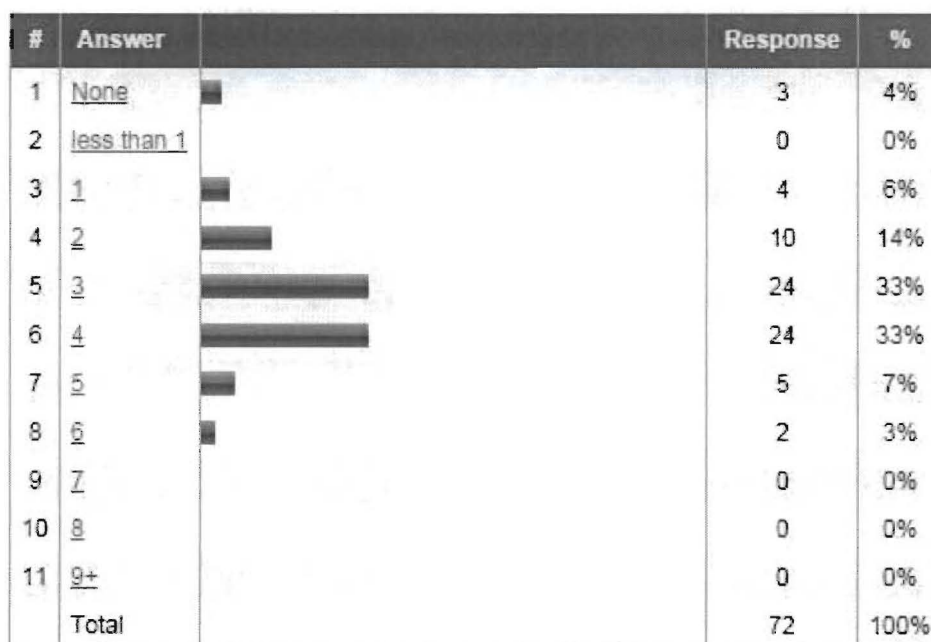



Figure 7: Years as Student at Institution Offering HvZ

|   |             | Please provide your number of years as a student any institutions offering HvZ. |             |   |    |    |    |   |   |   |   |    |       |
|---|-------------|---|-------------|---|----|----|----|---|---|---|---|----|-------|
|   |             | None  | less than 1 | 1 | 2  | 3  | 4  | 5 | 6 | 7 | 8 | 9+ | Total |
| Please provide your total years of higher education | less than 1 | 0   | 0           | 0 | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0     |
|   | 1           | 0   | 0           | 1 | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 1     |
|   | 2           | 1   | 0           | 0 | 9  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 10    |
|   | 3           | 1   | 0           | 1 | 0  | 18 | 0  | 0 | 0 | 0 | 0 | 0  | 20    |
|   | 4           | 0   | 0           | 2 | 1  | 4  | 21 | 0 | 0 | 0 | 0 | 0  | 28    |
|   | 5           | 0   | 0           | 0 | 1  | 2  | 2  | 5 | 0 | 0 | 0 | 0  | 10    |
|   | 6           | 0   | 0           | 0 | 0  | 0  | 1  | 0 | 2 | 0 | 0 | 0  | 3     |
|   | 7           | 1   | 0           | 0 | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 1     |
|   | 8           | 0   | 0           | 0 | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0     |
|   | 9+          | 0   | 0           | 0 | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0     |
|   | None        | 0   | 0           | 0 | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0     |
|   | Total       | 3   | 0           | 4 | 11 | 24 | 24 | 5 | 2 | 0 | 0 | 0  | 73    |

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|   |                    | Please provide your number of years as a student any institutions offering HvZ. |
|---|--------------------|---|
| Please provide your total years of higher education | Chi Square         | 218.94*   |
|   | Degrees of Freedom | 100   |
|   | p-value            | 0.00  |

\*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

Figure 8: Years of Higher Education and Years as a Student at an Institution Offering HvZ.

73. Please indicate your academic performance in terms of Cumulative GPA (Grade Point Average) at your current or most recent educational institution.

| # | Answer                      | Response | %    |
|---|-----------------------------|----------|------|
| 1 | <u>Prefer not to Answer</u> | 6        | 8%   |
| 2 | <u>4.0 - 3.5</u>            | 22       | 31%  |
| 3 | <u>3.49 - 3.0</u>           | 23       | 32%  |
| 4 | <u>2.99 - 2.5</u>           | 15       | 21%  |
| 5 | <u>2.49 - 2.00</u>          | 5        | 7%   |
| 6 | <u>1.99 or less</u>         | 1        | 1%   |
|   | Total                       | 72       | 100% |

Figure 9: Cumulative GPA.



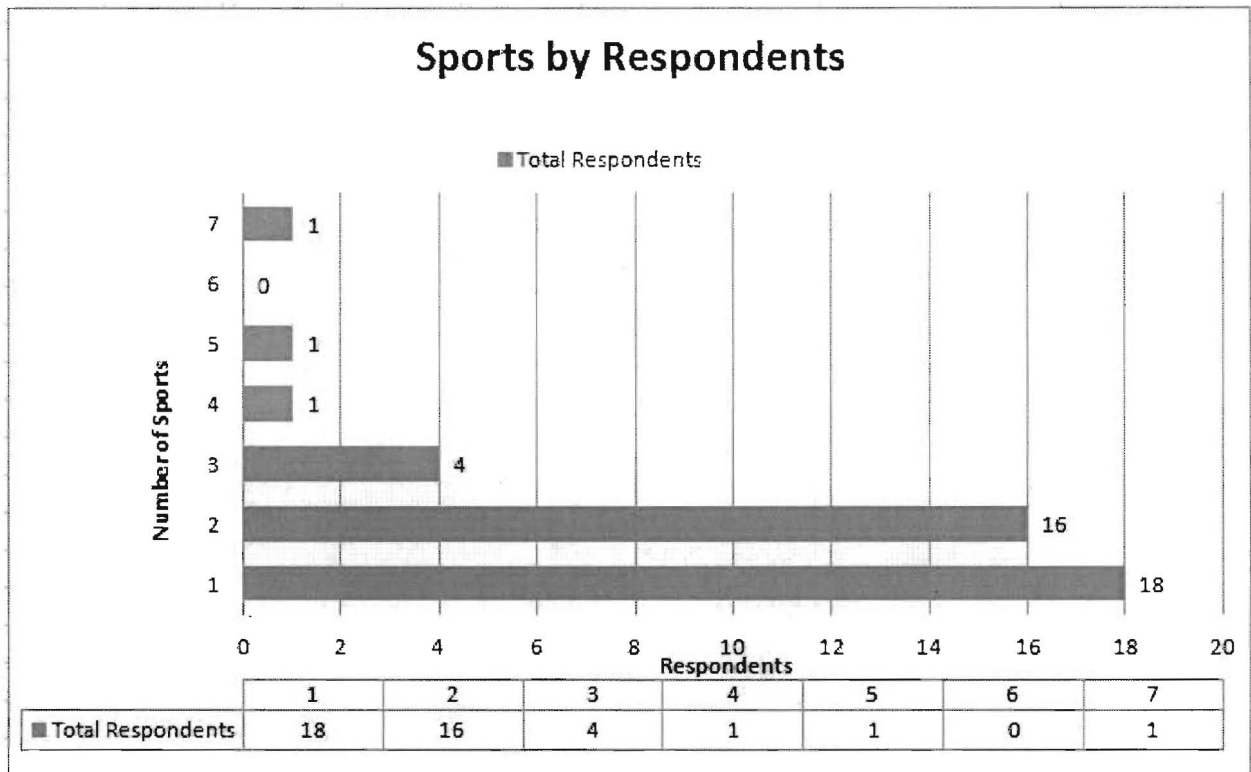


Figure 10: Sport Number by Respondents, High School. Displays number of respondents who participated in a number of sports during high school. As in, 1 respondent participated in 7 sports.

### High School Sports by Number of Respondents

|                  | Respondents |                  |            |               |               |             |        |   |                 |
|------------------|-------------|------------------|------------|---------------|---------------|-------------|--------|---|-----------------|
|                  | 1           | 2                | 3          | 4             | 5             | 6           | 7      | 8 | 9               |
| Lacrosse         |             | ultimate frisbee | Volleyball | Football      | Tennis        | Tae Kwon Do | Soccer |   | Track and Field |
| Rugby            |             |                  | Hockey     | Basketball    | Swim Team     |             |        |   |                 |
| Bowling          |             |                  | Fencing    | Cross-country | Marching Band |             |        |   |                 |
| Water Polo       |             |                  |            |               |               |             |        |   |                 |
| Trapshooting     |             |                  |            |               |               |             |        |   |                 |
| Snowboarding     |             |                  |            |               |               |             |        |   |                 |
| Hiking           |             |                  |            |               |               |             |        |   |                 |
| Camping          |             |                  |            |               |               |             |        |   |                 |
| Canoeing         |             |                  |            |               |               |             |        |   |                 |
| Waterskiing      |             |                  |            |               |               |             |        |   |                 |
| Horseback riding |             |                  |            |               |               |             |        |   |                 |
| Baseball         |             |                  |            |               |               |             |        |   |                 |
| Dodgeball        |             |                  |            |               |               |             |        |   |                 |
| Wrestling        |             |                  |            |               |               |             |        |   |                 |
| Badminton        |             |                  |            |               |               |             |        |   |                 |
| Powerlifting     |             |                  |            |               |               |             |        |   |                 |

Figure 11: Sport Type by Respondents, High School. Displays type of sports by number of respondents who reported participating in those sports. As in, 2 respondents participated in

## Number of sports participated in by respondents

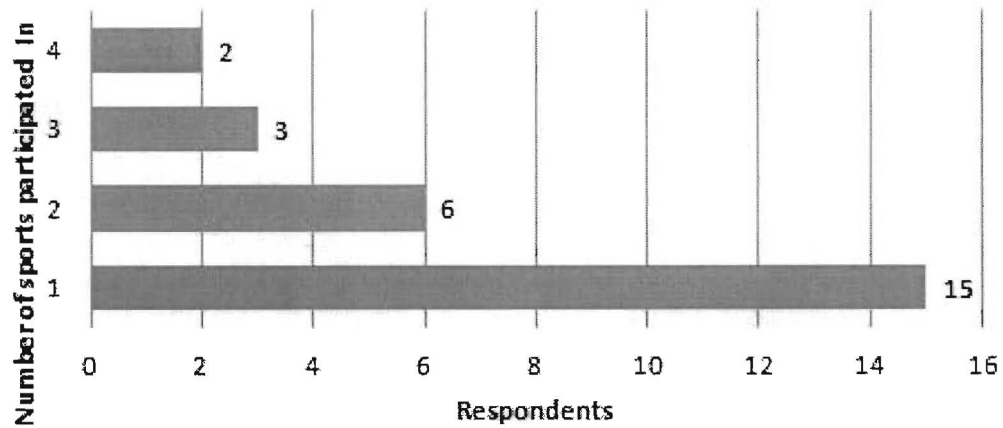


Figure 12: *Sport Number by Respondents, College*. Displays number of respondents who participated in a number of sports during high school. As in, 2 respondent participated in 4 sports.

## College Sports by Number of Respondents

| Sports               | Respondents |         |                  |        |   |
|----------------------|-------------|---------|------------------|--------|---|
|                      | 1           | 2       | 3                | 4      | 5 |
| Marching Band        | Tae Kwon Do | fencing | Quidditch        | Soccer |   |
| Skydiving            | Rugby       |         | Ultimate Frisbee |        |   |
| Trapshooting         | Basketball  |         |                  |        |   |
| Curling              | Hockey      |         |                  |        |   |
| Caving               |             |         |                  |        |   |
| Hiking               |             |         |                  |        |   |
| Mountain Biking      |             |         |                  |        |   |
| Archery              |             |         |                  |        |   |
| Softball             |             |         |                  |        |   |
| Driving draft horses |             |         |                  |        |   |
| Horseback Riding     |             |         |                  |        |   |
| Intramural Dodgeball |             |         |                  |        |   |
| Roller Derby         |             |         |                  |        |   |
| Racquetball          |             |         |                  |        |   |
| Parkour              |             |         |                  |        |   |
| Volleyball           |             |         |                  |        |   |
| Running              |             |         |                  |        |   |
| Skiing               |             |         |                  |        |   |
| Rock Climbing        |             |         |                  |        |   |

Figure 13: *Sport Type by Respondents, College*. Displays type of sports by number of respondents who reported participating in those sports. As in, 3 respondents participated in Fencing.



3. Please indicate all official\* positions offered in your organization (\*Official: appointed or elected and/or appear in your constitution or governing documents)















| Table Options <span>✕</span> |                          |  |            |     |
|------------------------------|--------------------------|--|------------|-----|
| #                            | Answer                   |  | Response ^ | %   |
| 4                            | Moderator                |    | 62         | 85% |
| 13                           | Other                    |    | 49         | 67% |
| 1                            | President                |    | 47         | 64% |
| 2                            | Vice President           |    | 40         | 55% |
| 8                            | Secretary                |    | 33         | 45% |
| 10                           | Public Relations Officer |    | 19         | 26% |
| 14                           | Other                    |    | 15         | 21% |
| 7                            | Organizer                |    | 15         | 21% |
| 6                            | Officer                  |    | 13         | 18% |
| 11                           | Safety Officer           |    | 12         | 16% |
| 5                            | Arbiter                  |    | 10         | 14% |
| 3                            | Coordinator              |    | 7          | 10% |
| 9                            | Historian                |   | 6          | 8%  |
| 12                           | Campus Relations Officer |  | 4          | 5%  |

Figure 14: Positions Offered. Displays Positions offered in Organizations by Frequency.

|   | Please indicate the current number of official staff positions |     |      |       |     | Total |
|---|--|-----|------|-------|-----|-------|
|   | 0-3  | 4-7 | 8-11 | 11-14 | 15+ |       |
| Please indicate the (average) number of official staff positions when you were on staff | 0-3  | 6   | 3    | 0     | 0   | 9     |
|   | 3-7  | 2   | 31   | 6     | 0   | 39    |
|   | 7-11   | 0   | 3    | 15    | 1   | 21    |
|   | 11-14  | 0   | 0    | 4     | 4   | 8     |
|   | 15+  | 0   | 0    | 1     | 1   | 2     |
|   | Total  | 8   | 37   | 26    | 7   | 64    |

Add Stub

Figure 15: Current and Average Number of Positions Offered.

| Please indicate the (average) number of official staff positions when you were on staff | Please indicate the current number of official staff positions |         |
|---|--|---------|
|   | Chi Square   | 141.45* |
|   | Degrees of Freedom   | 16      |
|   | p-value  | 0.00    |

\*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

2. Please indicate requirements\* for holding office in your organization (\*A "requirement" must be met for the person to be considered for office- as in, they are ineligible without it)

| # | Answer  |  | Response | %   |
|---|---|--|----------|-----|
| 2 | <u>Previous experience in an HvZ organization</u>   |  | 42       | 61% |
| 4 | <u>Ability to fulfill full term of position</u>     |  | 41       | 59% |
| 6 | <u>Other</u>  |  | 27       | 39% |
| 1 | <u>Minimum GPA (i.e. not on Academic Probation)</u> |  | 18       | 26% |
| 5 | <u>Age</u>  |  | 15       | 22% |
| 3 | <u>Class standing</u>                               |  | 8        | 12% |

Figure 16: Requirements for Holding Office.

Please indicate how you were selected for your current or former position(s).

Add Graph Add Table

| # | Answer   |  | Response | %   |
|---|--|--|----------|-----|
| 2 | <u>Appointed by multiple official position holders</u>   |  | 39       | 53% |
|   | <u>Elected in general election</u>   |  | 25       | 34% |
|   | <u>Gained position in founding of organization</u>   |  | 9        | 12% |
| 1 | <u>Appointed by single official position holders</u>   |  | 9        | 12% |
| 8 | <u>Other</u>   |  | 6        | 8%  |
| 5 | <u>Already an official position holder and filled in when another official position was vacated/created (no appointment or election)</u> |  | 6        | 8%  |
| 4 | <u>Elected in special/emergency election</u>   |  | 5        | 7%  |
| 6 | <u>Not already an official position holder and filled in when an official position was vacated/created</u>                               |  | 5        | 7%  |

Figure 17: Selection Method.

13. Please indicate term durations for Official Positions.

| Table Options |  |  |          |     |
|---------------|--|--|----------|-----|
| #             | Answer   |  | Response | %   |
| 1             | <u>1 semester (includes Fall, Spring, Spring through Summer, or Summer through Fall)</u> |  | 13       | 18% |
| 2             | <u>2 semesters (includes Fall through Spring, Spring through Fall)</u>                   |  | 26       | 36% |
| 3             | <u>1 calendar year</u>   |  | 14       | 19% |
| 4             | <u>2 calendar years</u>  |  | 0        | 0%  |
| 5             | <u>Until graduation</u>  |  | 7        | 10% |
| 6             | <u>Indefinite / Until Resignation</u>  |  | 19       | 26% |
| 7             | <u>Other</u>   |  | 9        | 12% |
| 8             | <u>Other</u>   |  | 2        | 3%  |

Figure 18: Term Duration

14. Does your organization officially recognize any of the following disciplinary consequences for players?

| # | Answer   |  | Response | %   |
|---|--|--|----------|-----|
| 2 | <u>Suspension from HvZ (please specify duration(s))</u>          |  | 57       | 81% |
| 4 | <u>Permanent removal from HvZ</u>                                |  | 47       | 67% |
| 5 | <u>Permanent removal from Organization</u>                       |  | 31       | 44% |
| 1 | <u>Removal from online participation (Forum, Facebook, etc)</u>  |  | 28       | 40% |
| 3 | <u>Suspension from Organization (please specify duration(s))</u> |  | 20       | 29% |
| 6 | <u>Other</u>   |  | 5        | 7%  |
| 7 | <u>Other</u>   |  | 1        | 1%  |

Figure 19: Disciplinary Consequences, Players

16. Does your organization officially recognize (i.e. in the governing documents) any of the following disciplinary consequences for officers?

| # | Answer  |  | Response | %   |
|---|---|--|----------|-----|
| 2 | <u>Permanent** removal from office (**impeached: must be reelected to return to office)</u> |  | 32       | 64% |
| 4 | <u>Permanent removal from organization</u>  |  | 24       | 48% |
| 3 | <u>Temporary removal from organization</u>  |  | 16       | 32% |
| 1 | <u>Temporary* suspension from office (*returns as officer after a time)</u>                 |  | 14       | 28% |
| 6 | <u>Removal from online forums or Facebook page/group</u>                                    |  | 9        | 18% |
| 7 | <u>Other</u>  |  | 8        | 16% |
| 8 | <u>Other</u>  |  | 1        | 2%  |
| 5 | <u>Monetary penalties</u>   |  | 0        | 0%  |

Figure 20: Disciplinary Consequences, Officers

|  |  | Does your organization officially recognize any of the following disciplinary consequences for players? |  |   |                            |                                     |       |       |    | Total |
|--|--|---|--|---|----------------------------|-------------------------------------|-------|-------|----|-------|
|  |  | Removal from online participation (Forum, Facebook, etc)  | Suspension from HvZ (please specify duration(s)) | Suspension from Organization (please specify duration(s)) | Permanent removal from HvZ | Permanent removal from Organization | Other | Other |    |       |
| Does your organization officially recognize (i.e. in the governing documents) any of the following disciplinary consequences for officers? | Temporary* suspension from office (*returns as officer after a time)                 | 7   | 13   | 8   | 9                          | 10                                  | 2     | 1     | 15 |       |
|  | Permanent** removal from office (**impeached; must be reelected to return to office) | 15  | 26   | 15  | 24                         | 22                                  | 4     | 1     | 34 |       |
|  | Temporary removal from organization  | 10  | 16   | 7   | 13                         | 11                                  | 2     | 1     | 18 |       |
|  | Permanent removal from organization  | 12  | 22   | 10  | 20                         | 15                                  | 3     | 1     | 26 |       |
|  | Monetary penalties   | 0   | 0  | 0   | 0                          | 0                                   | 0     | 0     | 0  |       |
|  | Removal from online forums or Facebook page/group                                    | 8   | 8  | 4   | 5                          | 5                                   | 2     | 1     | 11 |       |
|  | Other  | 3   | 7  | 3   | 6                          | 4                                   | 1     | 0     | 9  |       |
|  | Other  | 0   | 1  | 0   | 1                          | 0                                   | 0     | 0     | 1  |       |
| Total  |  | 22  | 46   | 18  | 38                         | 26                                  | 4     | 1     | 54 |       |

Add Stub

Count > 14 ☐

Figure 21A: Officer and Player Consequences

|  |  | Does your organization officially recognize any of the following disciplinary consequences for players? |  |   |                            |                                     |       |       |       |
|--|--|---|--|---|----------------------------|-------------------------------------|-------|-------|-------|
|  |  | Removal from online participation (Forum, Facebook, etc)  | Suspension from HvZ (please specify duration(s)) | Suspension from Organization (please specify duration(s)) | Permanent removal from HvZ | Permanent removal from Organization | Other | Other | Total |
| Does your organization officially recognize (i.e. in the governing documents) any of the following disciplinary consequences for officers? | Temporary* suspension from office (*returns as officer after a time)                 | 7   | 13   | 8   | 9                          | 10                                  | 2     | 1     | 15    |
|  | Permanent** removal from office (**impeached; must be reelected to return to office) | 15  | 26   | 15  | 24                         | 22                                  | 4     | 1     | 34    |
|  | Temporary removal from organization  | 10  | 16   | 7   | 13                         | 11                                  | 2     | 1     | 18    |
|  | Permanent removal from organization  | 12  | 22   | 10  | 20                         | 15                                  | 3     | 1     | 28    |
|  | Monetary penalties   | 0   | 0  | 0   | 0                          | 0                                   | 0     | 0     | 0     |
|  | Removal from online forums or Facebook page/group                                    | 8   | 8  | 4   | 5                          | 5                                   | 2     | 1     | 11    |
|  | Other  | 3   | 7  | 3   | 6                          | 4                                   | 1     | 0     | 9     |
|  | Other  | 0   | 1  | 0   | 1                          | 0                                   | 0     | 0     | 1     |
| Total  |  | 22  | 45   | 16  | 38                         | 28                                  | 4     | 1     | 54    |

Figure 21B: Officer and Player Consequences.



51. Please indicate the number of signed-up players during the week-long game(s) you helped organize

84

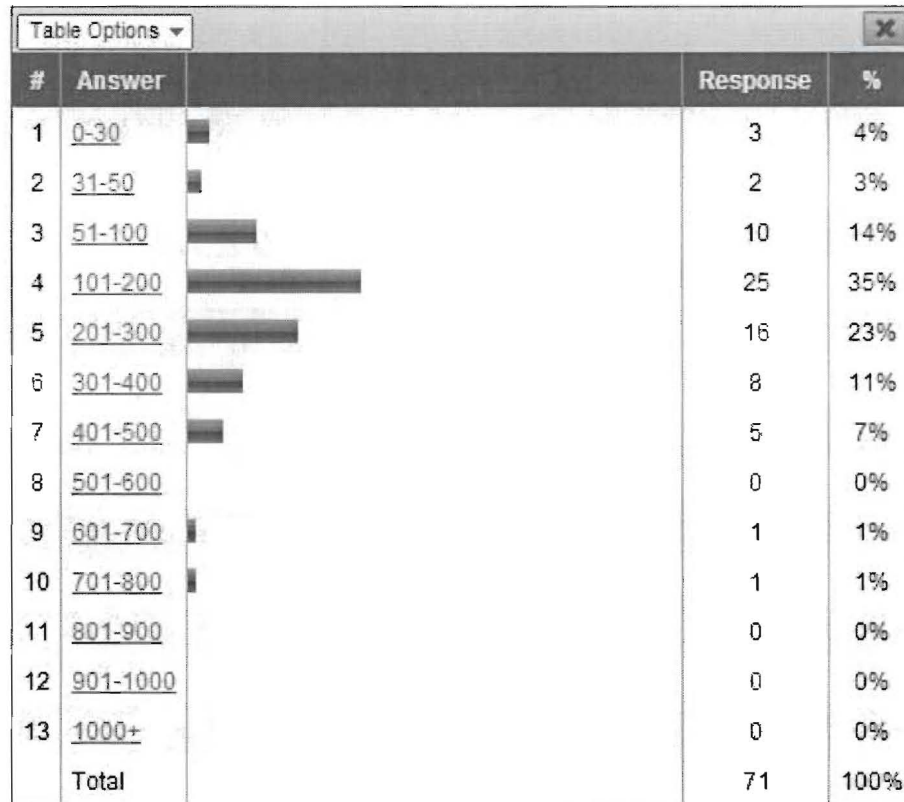


Figure 22: Signed-up During Administration.

53. Please indicate the average number of signed-up players during a typical week-long game

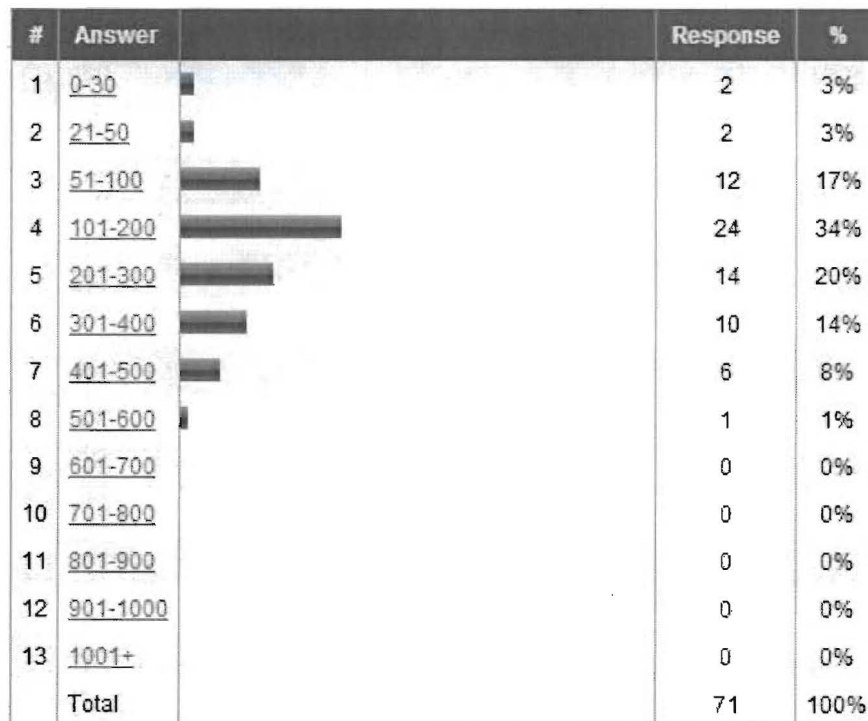


Figure 23: Signed-up During Typical Game

52. Please indicate the average number of active players any given night during the week-long game(s) you helped organize

| Table Options |          |  |          |      |
|---------------|----------|--|----------|------|
| #             | Answer   |  | Response | %    |
| 1             | 0-15     |  | 3        | 4%   |
| 2             | 16-30    |  | 3        | 4%   |
| 3             | 31-50    |  | 14       | 20%  |
| 4             | 51-75    |  | 20       | 29%  |
| 5             | 76-100   |  | 12       | 17%  |
| 6             | 101-150  |  | 7        | 10%  |
| 7             | 151-200  |  | 7        | 10%  |
| 8             | 201-250  |  | 0        | 0%   |
| 9             | 251-300  |  | 1        | 1%   |
| 10            | 301-350  |  | 1        | 1%   |
| 11            | 351-400  |  | 0        | 0%   |
| 12            | 401-450  |  | 2        | 3%   |
| 13            | 451-500  |  | 0        | 0%   |
| 14            | 501-600  |  | 0        | 0%   |
| 15            | 601-700  |  | 0        | 0%   |
| 16            | 701-800  |  | 0        | 0%   |
| 17            | 801-900  |  | 0        | 0%   |
| 18            | 901-1000 |  | 0        | 0%   |
| 19            | 1000+    |  | 0        | 0%   |
| Total         |          |  | 70       | 100% |

Figure 24: Active Players During Administration

54. Please indicate the average number of active players any given night during a typical week-long game

| #     | Answer   |  | Response | %    |
|-------|----------|--|----------|------|
| 1     | 0-15     |  | 3        | 4%   |
| 2     | 16-30    |  | 3        | 4%   |
| 3     | 31-50    |  | 18       | 26%  |
| 4     | 51-100   |  | 30       | 43%  |
| 5     | 101-150  |  | 5        | 7%   |
| 6     | 151-200  |  | 8        | 11%  |
| 7     | 201-250  |  | 1        | 1%   |
| 8     | 251-300  |  | 0        | 0%   |
| 9     | 301-350  |  | 0        | 0%   |
| 10    | 351-400  |  | 1        | 1%   |
| 11    | 401-450  |  | 1        | 1%   |
| 12    | 451-500  |  | 0        | 0%   |
| 13    | 501-600  |  | 0        | 0%   |
| 14    | 601-700  |  | 0        | 0%   |
| 15    | 701-800  |  | 0        | 0%   |
| 16    | 801-900  |  | 0        | 0%   |
| 17    | 901-1000 |  | 0        | 0%   |
| 18    | 1001+    |  | 0        | 0%   |
| Total |          |  | 70       | 100% |

Figure 25: Active Players During Typical Game





55. Please indicate the number of signed-up players during the most recent or current week-long game

| Table Options |          |  |          |      |  |
|---------------|----------|--|----------|------|--|
| #             | Answer   |  | Response | %    |  |
| 1             | 0-15     |  | 1        | 2%   |  |
| 2             | 16-30    |  | 2        | 3%   |  |
| 3             | 31-50    |  | 2        | 3%   |  |
| 4             | 51-75    |  | 6        | 9%   |  |
| 5             | 76-100   |  | 11       | 17%  |  |
| 6             | 101-150  |  | 16       | 24%  |  |
| 7             | 151-200  |  | 13       | 20%  |  |
| 8             | 201-250  |  | 5        | 8%   |  |
| 9             | 251-300  |  | 6        | 9%   |  |
| 10            | 301-350  |  | 1        | 2%   |  |
| 11            | 351-400  |  | 1        | 2%   |  |
| 12            | 401-450  |  | 2        | 3%   |  |
| 13            | 451-500  |  | 0        | 0%   |  |
| 14            | 501-600  |  | 0        | 0%   |  |
| 15            | 601-700  |  | 0        | 0%   |  |
| 16            | 701-800  |  | 0        | 0%   |  |
| 17            | 801-900  |  | 0        | 0%   |  |
| 18            | 901-1000 |  | 0        | 0%   |  |
| 19            | 1001+    |  | 0        | 0%   |  |
| Total         |          |  | 66       | 100% |  |

Figure 27: Current Sign-up. Number of players signed up in most recent or current week long game.

57. Please indicate the average number of active players any given night during the most recent or current week-long game

| Table Options |          |  |          |      |  |
|---------------|----------|--|----------|------|--|
| #             | Answer   |  | Response | %    |  |
| 1             | 0-15     |  | 5        | 8%   |  |
| 2             | 16-30    |  | 7        | 11%  |  |
| 3             | 31-50    |  | 21       | 32%  |  |
| 4             | 51-75    |  | 16       | 24%  |  |
| 5             | 76-100   |  | 7        | 11%  |  |
| 6             | 101-150  |  | 6        | 9%   |  |
| 7             | 151-200  |  | 2        | 3%   |  |
| 8             | 201-250  |  | 0        | 0%   |  |
| 9             | 251-300  |  | 0        | 0%   |  |
| 10            | 301-350  |  | 0        | 0%   |  |
| 11            | 351-400  |  | 1        | 2%   |  |
| 12            | 401-450  |  | 1        | 2%   |  |
| 13            | 451-500  |  | 0        | 0%   |  |
| 14            | 501-600  |  | 0        | 0%   |  |
| 15            | 601-700  |  | 0        | 0%   |  |
| 16            | 701-800  |  | 0        | 0%   |  |
| 17            | 801-900  |  | 0        | 0%   |  |
| 18            | 901-1000 |  | 0        | 0%   |  |
| 19            | 1001+    |  | 0        | 0%   |  |
| Total         |          |  | 66       | 100% |  |

Figure 28: Current Active. Number of players active any given night in most recent or current week long game.

23. Please indicate your impression of general campus/public attitude toward the game overall

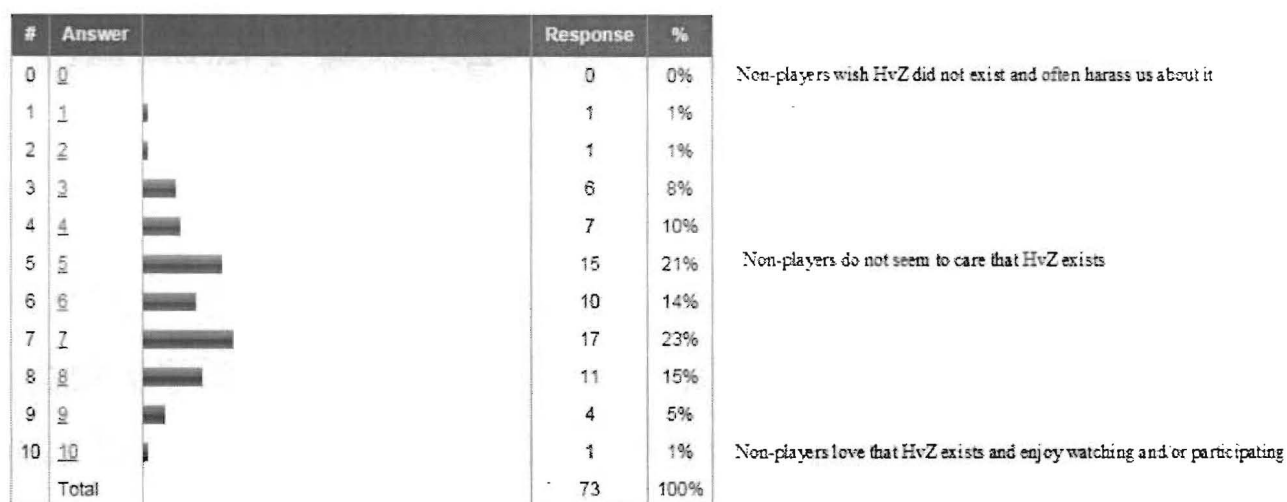


Figure 29: Perceived Public Attitude.

24. Please indicate your impression of general campus/public awareness of the game overall

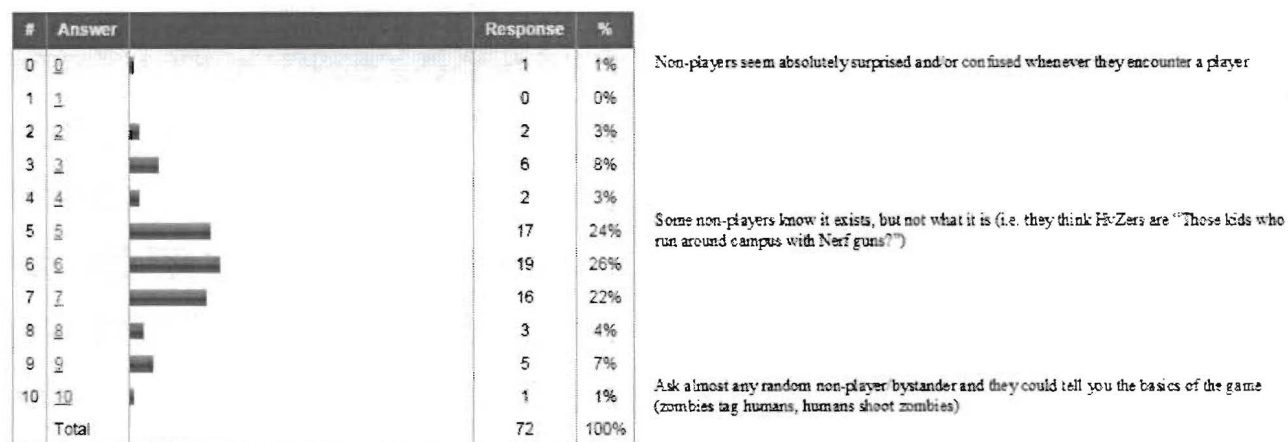


Figure 30: Perceived Public Awareness.

27. Which officer is responsible for informing police about the game?















| #  | Answer                          |   | Response | %   |
|----|---------------------------------|---|----------|-----|
| 1  | <u>President</u>                |  | 38       | 54% |
| 3  | <u>Vice President</u>           |  | 17       | 24% |
| 13 | <u>Other</u>                    |  | 14       | 20% |
| 4  | <u>Moderator</u>                |  | 14       | 20% |
| 8  | <u>Secretary</u>                |  | 9        | 13% |
| 10 | <u>Public Relations Officer</u> |  | 7        | 10% |
| 7  | <u>Organizer</u>                |  | 7        | 10% |
| 12 | <u>Campus Relations Officer</u> |  | 5        | 7%  |
| 11 | <u>Safety Officer</u>           |  | 5        | 7%  |
| 2  | <u>Coordinator</u>              |  | 3        | 4%  |
| 14 | <u>None</u>                     |  | 3        | 4%  |
| 5  | <u>Arbiter</u>                  |  | 1        | 1%  |
| 9  | <u>Historian</u>                |  | 0        | 0%  |
| 6  | <u>Officer</u>                  |  | 0        | 0%  |

Figure 31: Officer Informs Police. Shows which officer is most commonly responsible for informing police about the game.

29. Which officer is responsible for informing campus officials (i.e. Office of Student Life/Affairs) about the game?















| #  | Answer                          |   | Response | %   |
|----|---------------------------------|---|----------|-----|
| 1  | <u>President</u>                |  | 36       | 51% |
| 3  | <u>Vice President</u>           |  | 15       | 21% |
| 13 | <u>Other</u>                    |  | 13       | 18% |
| 4  | <u>Moderator</u>                |  | 12       | 17% |
| 8  | <u>Secretary</u>                |  | 10       | 14% |
| 14 | <u>None</u>                     |  | 8        | 11% |
| 10 | <u>Public Relations Officer</u> |  | 5        | 7%  |
| 7  | <u>Organizer</u>                |  | 5        | 7%  |
| 12 | <u>Campus Relations Officer</u> |  | 3        | 4%  |
| 2  | <u>Coordinator</u>              |  | 2        | 3%  |
| 11 | <u>Safety Officer</u>           |  | 2        | 3%  |
| 6  | <u>Officer</u>                  |  | 0        | 0%  |
| 5  | <u>Arbiter</u>                  |  | 0        | 0%  |
| 9  | <u>Historian</u>                |  | 0        | 0%  |

Figure 32: Officer Informs Campus Officials. Shows which officer is most commonly responsible for informing campus officials about the game.

31. Which officer is responsible for informing community officials (i.e. County Police, City Board) about the game?

| Table Options <span>✕</span> |                                    |  |          |     |
|------------------------------|------------------------------------|--|----------|-----|
| #                            | Answer                             |  | Response | %   |
| 14                           | <u>None or N/A</u>                 |  | 43       | 61% |
| 1                            | <u>President</u>                   |  | 20       | 28% |
| 3                            | <u>Vice President</u>              |  | 6        | 8%  |
| 8                            | <u>Secretary</u>                   |  | 3        | 4%  |
| 13                           | <u>Other</u>                       |  | 3        | 4%  |
| 4                            | <u>Moderator</u>                   |  | 3        | 4%  |
| 10                           | <u>Public Relations Officer</u>    |  | 2        | 3%  |
| 11                           | <u>Safety Officer</u>              |  | 1        | 1%  |
| 12                           | <u>Community Relations Officer</u> |  | 1        | 1%  |
| 7                            | <u>Officator</u>                   |  | 1        | 1%  |
| 2                            | <u>Coordinator</u>                 |  | 0        | 0%  |
| 5                            | <u>Arbiter</u>                     |  | 0        | 0%  |
| 6                            | <u>Officer</u>                     |  | 0        | 0%  |
| 9                            | <u>Historian</u>                   |  | 0        | 0%  |

Figure 33: Officer Informs Community Officials. Shows which officer is most commonly responsible for informing community officials about the game.

32. How long before the game must they inform community officials?

| # | Answer   |  | Response | %   |
|---|--|--|----------|-----|
| 6 | <u>None or N/A</u>                               |  | 48       | 68% |
| 4 | <u>As soon as the date is set</u>                |  | 7        | 10% |
| 1 | <u>Within a week before the opening mission</u>  |  | 6        | 8%  |
| 2 | <u>Within a month before the opening mission</u> |  | 6        | 8%  |
| 5 | <u>Other</u>                                     |  | 4        | 6%  |
| 3 | <u>Over a month before the opening mission</u>   |  | 3        | 4%  |

Figure 34: Period to Inform Community Officials.



46. Please indicate purely awareness-raising\* activities engaged in during your administration/semester (\*Awareness-raising activities include only activities meant to advertise, not those intend...

| #  | Answer  | Response | %   |
|----|---|----------|-----|
| 1  | Flvers (posted or handed out)                 | 70       | 99% |
| 2  | Word of mouth                                 | 65       | 92% |
| 6  | Oranization information tables/booths         | 56       | 79% |
| 3  | Free-to-play events                           | 45       | 63% |
| 8  | Other   | 23       | 32% |
| 4  | Free blaster "modding" events/clinics         | 14       | 20% |
| 5  | Free organization/HvZ paraphernalia give-away | 9        | 13% |
| 9  | Other   | 6        | 8%  |
| 7  | Free event at/with local business             | 5        | 7%  |
| 10 | None  | 0        | 0%  |

Figure 35: Awareness-raising Activities During Administration

|  |               | Please indicate the current size of your treasury |             |              |               |         | Total |
|--|---------------|---|-------------|--------------|---------------|---------|-------|
|  |               | \$0-\$100   | \$101-\$500 | \$501-\$1000 | \$1001-\$3000 | \$3001+ |       |
| Please indicate the average size of treasury during your administration/semester | \$0-\$100     | 21  | 4           | 0            | 0             | 0       | 25    |
|  | \$101-\$500   | 4   | 10          | 1            | 0             | 0       | 15    |
|  | \$501-\$1000  | 1   | 1           | 3            | 1             | 0       | 6     |
|  | \$1001-\$3000 | 0   | 0           | 1            | 1             | 0       | 2     |
|  | \$3001+       | 0   | 0           | 0            | 0             | 0       | 0     |
|  | No Treasury   | 0   | 0           | 0            | 0             | 0       | 0     |
|  | Total         | 26  | 15          | 5            | 2             | 0       | 48    |

Add Stub

| Please indicate the average size of treasury during your administration/semester | Please indicate the current size of your treasury |        |
|--|---|--------|
|  | Chi Square  | 46.60* |
|  | Degrees of Freedom                                | 20     |
|  | p-value   | 0.00   |

\*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

Figure 36: Treasury Size, Current and During Administration.

36. Please indicate fundraising\* activities engaged in during your previous\*\* administration/term (\*Fundraising activities are all activities meant to gain donations or income) (\*\*if your only term...

| #  | Answer  |  | Response | %   |
|----|---|--|----------|-----|
| 1  | <u>Selling bandannas</u>                                  |  | 24       | 33% |
| 2  | <u>selling t-shirts</u>                                   |  | 22       | 30% |
| 9  | <u>Other</u>  |  | 21       | 29% |
| 11 | <u>None</u>   |  | 16       | 22% |
| 3  | <u>selling food</u>                                       |  | 15       | 21% |
| 7  | <u>Asked local business for financial support</u>         |  | 11       | 15% |
| 8  | <u>Held event with local business for part of profits</u> |  | 9        | 12% |
| 10 | <u>Other</u>  |  | 8        | 11% |
| 5  | <u>Pay-to-play event(s)</u>                               |  | 8        | 11% |
| 4  | <u>selling other HvZ paraphernalia</u>                    |  | 6        | 8%  |
| 6  | <u>Blaster "modding" clinic/event with fee</u>            |  | 5        | 7%  |

Figure 37: Previous Administration Fundraising Activities.

41. Please indicate fundraising activities engaged in during current administration/semester

| Table Options <span>✕</span> |   |  |          |     |
|------------------------------|---|--|----------|-----|
| #                            | Answer  |  | Response | %   |
| 11                           | <u>None</u>   |  | 23       | 32% |
| 1                            | <u>Selling bandannas</u>                            |  | 18       | 25% |
| 9                            | <u>Other</u>  |  | 18       | 25% |
| 2                            | <u>Selling t-shirts</u>                             |  | 13       | 18% |
| 3                            | <u>Selling food</u>                                 |  | 11       | 15% |
| 4                            | <u>Selling other Organization/HvZ paraphernalia</u> |  | 9        | 13% |
| 7                            | <u>Asked local business for support</u>             |  | 7        | 10% |
| 5                            | <u>Pay-to-play event(s)</u>                         |  | 6        | 8%  |
| 10                           | <u>Other</u>  |  | 6        | 8%  |
| 6                            | <u>Blaster "modding" event(s) with a fee</u>        |  | 5        | 7%  |
| 8                            | <u>Held even with local business</u>                |  | 3        | 4%  |

Figure 38: Current Fundraising Activities.

| Please indicate fundraising* activities engaged in during your previous** administration/term (*Fundraising activities are all activities meant to gain donations or income) (**if your only term... |  |                  |              |                                 |                      |  |  |  |       |       |      |       |  |
|--|--|------------------|--------------|---------------------------------|----------------------|--|--|--|-------|-------|------|-------|--|
|  | Selling bandannas                            | selling t-shirts | selling food | selling other HvZ paraphernalia | Pay-to-play event(s) | Blastier "modding" clinic/event with fee | Asked local business for financial support | Held event with local business for part of profits | Other | Other | None | Total |  |
| Please indicate fundraising activities engaged in during current administration/semester   | Selling bandannas                            | 17               | 6            | 2                               | 1                    | 0  | 3  | 0  | 9     | 3     | 1    | 19    |  |
|  | Selling t-shirts                             | 5                | 11           | 1                               | 1                    | 2  | 3  | 1  | 7     | 5     | 1    | 14    |  |
|  | Selling food                                 | 2                | 2            | 12                              | 1                    | 1  | 1  | 1  | 2     | 1     | 0    | 12    |  |
|  | Selling other Organization/HvZ paraphernalia | 2                | 3            | 2                               | 4                    | 1  | 2  | 0  | 5     | 4     | 0    | 9     |  |
|  | Pay-to-play event(s)                         | 0                | 2            | 1                               | 1                    | 6  | 0  | 0  | 0     | 0     | 1    | 6     |  |
|  | Blastier "modding" event(s) with a fee       | 0                | 1            | 0                               | 1                    | 2  | 0  | 0  | 2     | 3     | 1    | 5     |  |
|  | Asked local business for support             | 1                | 3            | 1                               | 0                    | 0  | 5  | 2  | 3     | 1     | 0    | 8     |  |
|  | Held even with local business                | 1                | 2            | 1                               | 0                    | 0  | 3  | 2  | 1     | 0     | 1    | 5     |  |
|  | Other  | 9                | 7            | 5                               | 4                    | 1  | 4  | 1  | 15    | 6     | 2    | 20    |  |
|  | Other  | 1                | 4            | 0                               | 0                    | 0  | 2  | 1  | 4     | 4     | 1    | 6     |  |
| None   | 5  | 5                | 1            | 0                               | 1                    | 2  | 2  | 3  | 1     | 15    | 26   |       |  |
| Total  | 25   | 21               | 16           | 6                               | 8                    | 5  | 12   | 8  | 21    | 8     | 19   | 77    |  |

Add Stub

Count ≥ 10



Figure 39: Previous and Current Fundraising Events.



# Currently

| Previously   | Are you in charge any of these fundraising activities? |    |       | Did you assist in any of these fundraising activities? |    |       |
|--|--|----|-------|--|----|-------|
|  | Yes  | No | Total | Yes  | No | Total |
| Were you in charge of any of these fundraising activities? | Yes  | 7  | 9     | 16   | 8  | 7     |
|  | No   | 0  | 33    | 33   | 15 | 18    |
|  | Total  | 7  | 42    | 49   | 23 | 25    |
| Did you assist in any of these fundraising activities?     | Yes  | 7  | 31    | 38   | 22 | 15    |
|  | No   | 0  | 11    | 11   | 1  | 10    |
|  | Total  | 7  | 42    | 49   | 23 | 25    |

Figure 40: Current or Previous, Assist or Run Fundraising. Shows cross number of officers who were or are in charge of or helped with fundraising activities.

**35.** Please indicate the amount of personal money you put in to the game during your administration (include props and creating paraphernalia, exclude gas and other personal expenses such as food)






| Table Options <span>✕</span> |                  |   |          |      |
|------------------------------|------------------|---|----------|------|
| #                            | Answer           |   | Response | %    |
| 1                            | <u>\$0-50</u>    |  | 38       | 55%  |
| 2                            | <u>\$51-100</u>  |  | 10       | 14%  |
| 3                            | <u>\$101-200</u> |  | 10       | 14%  |
| 4                            | <u>\$201-500</u> |  | 7        | 10%  |
| 5                            | <u>\$500+</u>    |  | 4        | 6%   |
|                              | Total            |   | 69       | 100% |

Figure 41: Personal Money.

9. Prior to entering your position, were you informally (casually) verbally briefed on your potential duties?

| # | Answer                | Response | %    |
|---|-----------------------|----------|------|
| 1 | <u>Yes</u>            | 57       | 78%  |
| 2 | <u>No</u>             | 15       | 21%  |
| 3 | <u>Don't remember</u> | 1        | 1%   |
|   | Total                 | 73       | 100% |

Figure 42: Casual Verbal Briefing

10. By whom?

| # | Answer  | Response | %   |
|---|---|----------|-----|
| 2 | <u>Current official position holder of a different position than you gained</u> | 27       | 47% |
| 1 | <u>Current official position holder of the same position as you gained</u>      | 24       | 42% |
| 3 | <u>Former official position holder of that position</u>                         | 13       | 23% |
| 4 | <u>Former official position holder of another position</u>                      | 10       | 18% |
| 5 | <u>Other</u>  | 7        | 12% |
| 6 | <u>Other</u>  | 0        | 0%  |

Figure 42B: Casual by Whom

11. Prior to entering your position(s), was a written list of duties available?

| # | Answer                             | Response | %    |
|---|------------------------------------|----------|------|
| 2 | <u>No</u>                          | 44       | 60%  |
| 1 | <u>Yes</u>                         | 26       | 36%  |
| 3 | <u>Don't know / Don't remember</u> | 3        | 4%   |
|   | Total                              | 73       | 100% |

Figure 43: Written List of Duties

12. Prior to actively taking office, did you read it?

| # | Answer                             | Response | %    |
|---|------------------------------------|----------|------|
| 1 | <u>Yes</u>                         | 24       | 92%  |
| 2 | <u>No</u>                          | 1        | 4%   |
| 3 | <u>Don't know / Don't remember</u> | 1        | 4%   |
|   | Total                              | 26       | 100% |

Figure 43B: Read Written List

# Appendix C

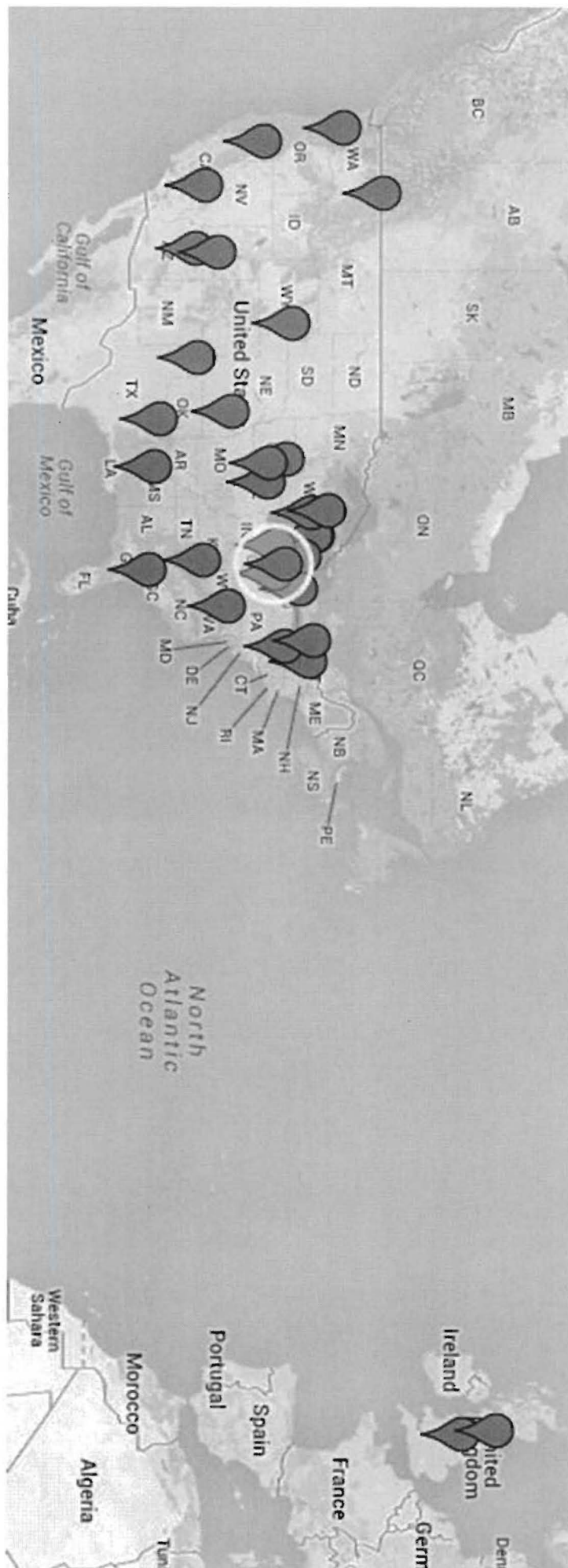
## Maps





Table 1: University at Which Participant Most Often Played

| School                                    | Participants | School                                      | Participants |
|---|--------------|---|--------------|
| The Ohio State University                 | 6            | Northern Arizona University                 | 2            |
| Western Michigan University               | 5            | Colorado State University                   | 1            |
| University of Florida                     | 5            | University of Louisiana at Lafayette        | 1            |
| Claremont Colleges                        | 4            | Miami university                            | 1            |
| Texas A&M University                      | 4            | Texas Tech University                       | 1            |
| Binghamton University                     | 4            | Ball state university                       | 1            |
| University of Idaho                       | 4            | Berea college                               | 1            |
| UC Davis                                  | 3            | Marquette University                        | 1            |
| Bowling Green State University            | 3            | University of North Carolina at Chapel Hill | 1            |
| State University of New York at New Paltz | 2            | University of Bristol, UK                   | 1            |
| Truman State University                   | 2            | Guild of Students                           | 1            |
| Camarillo*                                | 2            | Eastern University                          | 1            |
| The University of Chicago.                | 2            | Youngstown State University                 | 1            |
| Lindenwood University                     | 2            | Oklahoma State University                   | 1            |
| The University of Georgia                 | 2            | Ohio University                             | 1            |
| University of Missouri, Columbia          | 2            | University of Oregon                        | 1            |
| Arizona State University, Tempe Campus    | 2            | University of Maryland, Baltimore County    | 1            |



**Map 2: School Participants Attend(ed)**



Table 2: School Participants Attend(ed)

| School                          | Participants |
|---------------------------------|--------------|
| N/A                             | 15           |
| The Ohio State University       | 5            |
| Binghamton University           | 4            |
| Western Michigan University     | 3            |
| University of Idaho             | 3            |
| Bowling Green State University  | 3            |
| Claremont Colleges              | 3            |
| University of California, Davis | 3            |
| University of Florida           | 3            |
| Northern Arizona University     | 2            |
| Texas A&M                       | 2            |
| The University of Georgia       | 2            |
| Truman State University         | 2            |
| The University of Chicago       | 2            |
| University of Missouri          | 2            |
| Colorado State University       | 2            |

| School                               | Participants |
|--------------------------------------|--------------|
| University of Louisiana at Lafayette | 1            |
| Miami University                     | 1            |
| Texas Tech University                | 1            |
| College                              | 1            |
| Marquette University                 | 1            |
| Campus                               | 1            |
| Chapel Hill                          | 1            |
| SUNY New Paltz                       | 1            |
| Lindenwood University                | 1            |
| University of Bristol, UK            | 1            |
| Guild of Students                    | 1            |
| Eastern University                   | 1            |
| Youngstown State University          | 1            |
| Oklahoma State University            | 1            |
| Ohio University                      | 1            |
| University of Oregon                 | 1            |

Office of Research Integrity  
Institutional Review Board (IRB)  
2000 University Avenue  
Muncie, IN 47306-0155  
Phone: 765-285-5070

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DATE: April 10, 2014

TO: Jennifer Parker

FROM: Ball State University IRB

RE: IRB protocol # 580776-1

TITLE: Leadership, Demographics, and Experience in Humans Versus Zombies Organizations

SUBMISSION TYPE: New Project

ACTION: APPROVED

DECISION DATE: April 10, 2014

REVIEW TYPE: **EXEMPT**

---

The Institutional Review Board reviewed your protocol on April 10, 2014 and has determined the procedures you have proposed are appropriate for exemption under the federal regulations. As such, there will be no further review of your protocol, and you are cleared to proceed with the procedures outlined in your protocol. As an exempt study, there is no requirement for continuing review. Your protocol will remain on file with the IRB as a matter of record.

**Exempt Categories:**

|   |   |
|---|---|
|   | <b>Category 1:</b> Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.  |
| X | <b>Category 2:</b> Research involving the use of educational test (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior   |
|   | <b>Category 3:</b> Research involving the use of educational test (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under category 2, if: (i) the human subjects are elected or appointed officials or candidates for public office; or (ii) Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter. |
|   | <b>Category 4:</b> Research involving the collection of study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or   |

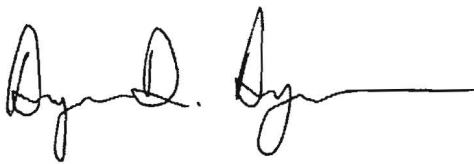
|  |  |
|--|--|
|  | if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.  |
|  | <b>Category 5:</b> Research and demonstration projects which are conducted by or subject to the approval of Department or agency heads, and which are designed to study, evaluate or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in methods or levels of payment for benefits or services under these programs.           |
|  | <b>Category 6:</b> Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed which contains a food ingredient at or below the level and for a use found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture. |

**Editorial Notes:**

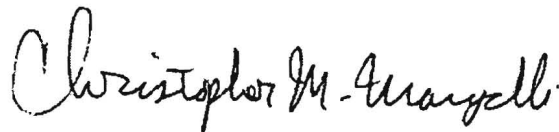
1. Approved- Exempt

While your project does not require continuing review, it is the responsibility of the P.I. (and, if applicable, faculty supervisor) to inform the IRB if the procedures presented in this protocol are to be modified or if problems related to human research participants arise in connection with this project. **Any procedural modifications must be evaluated by the IRB before being implemented, as some modifications may change the review status of this project.** Please contact (ORI Staff) if you are unsure whether your proposed modification requires review or have any questions. Proposed modifications should be addressed in writing and submitted electronically to the IRB (<http://www.bsu.edu/irb>) for review. Please reference the above IRB protocol number in any communication to the IRB regarding this project.

**Reminder:** Even though your study is exempt from the relevant federal regulations of the Common Rule (45 CFR 46, subpart A), you and your research team are not exempt from ethical research practices and should therefore employ all protections for your participants and their data which are appropriate to your project.



Bryan Byers, PhD/Chair  
Institutional Review Board



Christopher Mangelli, JD, MS, MEd, CIP/Director  
Office of Research Integrity



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